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ABSTRACT

A strategic plan for public higher education in Oregon is presented. The state system mission and missions for eight institutions included in the system are articulated. Topics covered in an overview of the state system include the student population, degree and extension service programs, program quality, and research grants/contracts. Six main needs for the next 6 years to maintain program/service quality are identified. Also considered are trends and assumptions about: the economy, enrollment and student characteristics, the curriculum, research, libraries, costs, the faculty, equipment and facilities, new technologies, the campus environment, resource-sharing and cooperative arrangements, and outreach and program delivery. Sixteen planning goals for the state system are listed. Topics in a section on access to higher education opportunities include: the distribution of academic programs, tuition, financial aid for special populations, advising, and summer session and continuing education. Also covered are programs to strengthen Oregon's economy, coordination of higher education programs, accountability, and achieving excellence in 13 specific areas of concern. A total of 44 recommendations are presented, along with a six-page summary of the strategic plan. (SW)

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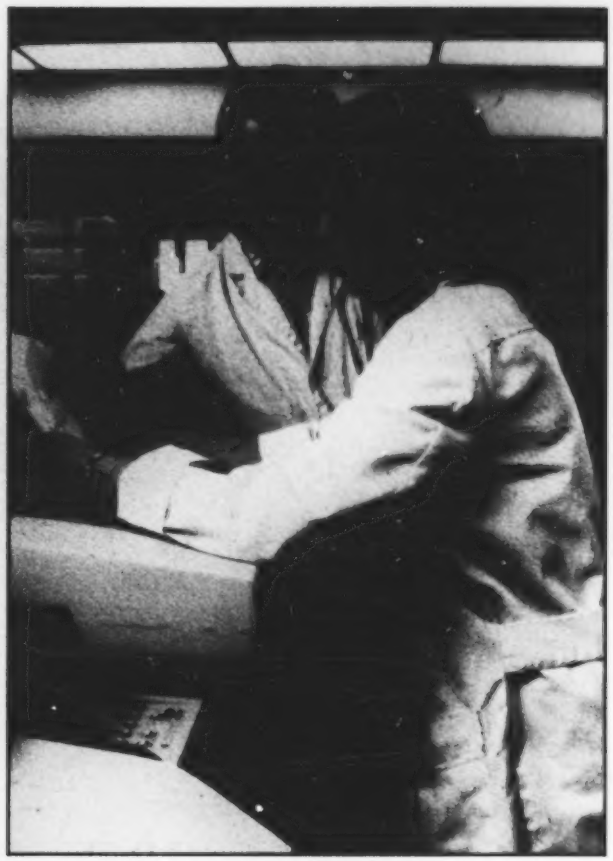
A Summary of the

Strategic Plan

Oregon State System of Higher Education 1987-1993



Eastern Oregon State College

Oregon Health Sciences University

Oregon Institute of Technology

Oregon State University

Portland State University

Southern Oregon State College

University of Oregon

Western Oregon State College

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A Message from the Chancellor

A noted humorist once said that "predictions always are difficult, especially when you're talking about the future." In the Oregon State System of Higher Education we believe the future itself can be difficult — if you don't plan for it.

That is why we have developed a Strategic Plan — to lay out the directions for the State System of Higher Education for the planning period 1987-1993. We will use it in working closely with each of our eight public, four-year colleges and universities, the Governor, the Oregon Legislature, and other interested citizens.

We recognize that the environment of higher education can be an uncertain and changing one. While we will continually alter our planning processes to accommodate this changing environment, the Strategic Plan will serve as a blueprint for the future.

In many respects our institutions are the best they have ever been in teaching, in scholarship, in research, in responsiveness to their communities, and in public and financial support. We are proud of that. But we know they can be even better.

This summary document covers six areas: the mission of the State System, major directions of our institutions, assumptions about the next six years, description of major needs, guiding principles, and proposed educational reforms through 1993. When implemented, these educational reforms will enable us to strengthen our eight colleges and universities in line with Oregon's higher education needs, its human and financial resources, and its vision of a more vital economic future.

Oregon's children of the 21st century will reap the benefits of the careful planning we do now. We invite Oregonians to work with us in planning for their future.

William E. Davis

State System Mission

A System of Higher Education

Oregon has operated a single system of higher education for more than half a century. The system is composed of eight colleges and universities established to provide postsecondary education programs to Oregonians.

The State System is more, however, than the sum of its individual parts. The system marshals resources and coordinates a tremendous number of services to benefit Oregon. It provides excellent instruction, world-class research, countless contributions to the education of future leaders and citizens in virtually all walks of life. It also provides outreach centers that serve the entire state and assist the state in its efforts to maintain and expand Oregon's nationally known and highly regarded quality of life.

The system is governed by the State Board of Higher Education. Its eleven-member board is appointed by the Governor, with nine members appointed to four-year terms and two student members appointed to two-year terms.

The Board's major functions are to determine systemwide policy, establish institutional guidelines, approve curricular program additions and deletions, coordinate programs, review and approve budgets, and manage property and investments.

The Board appoints a Chancellor as chief executive officer of the State System. The Chancellor's Office acts as staff to the Board and monitors the administration of the institutions to assure that they are operated in accordance with approved policies, programs, and budgets.

Mission

The mission of the State System of Higher Education is to serve the State of Oregon by:

1 Providing access to higher educational programs which enable students to reach their full potential.

2 Helping students become participating and contributing citizens.

3 Creating, collecting, evaluating, storing, and passing on the body of knowledge necessary to educate future generations.

4 Providing the necessary instructional, research, and public service programs to enrich the cultural life of Oregon citizens and to support and maintain a healthy state economy.

Future Directions of the System

During the next six years the State System will continue to offer a wide range of high quality baccalaureate, professional, graduate, and extension programs designed to prepare students to achieve positions of leadership and responsibility in society, to achieve their educational goals, and to help fulfill their human potential.

Each institution will strengthen undergraduate liberal arts and sciences programs. Undergraduate business and computer science programs, now a part of a comprehensive undergraduate curriculum, will be available on all undergraduate campuses. Specific professional programs which serve local constituencies, such as teacher education, will be offered on several campuses. Cooperation among institutions will be encouraged whenever it contributes to the quality and access of programs available to Oregon citizens.

The State System will encourage and seek additional support for high quality basic and applied research that enhances educational programs and services to the state. The system will also seek increased cooperation among research programs within both the State System and external organizations where such cooperation is consistent with the system's educational mission.

Institutional Mission

Four nationally recognized universities together comprise a comprehensive research university for the State of Oregon:

☐ The University of Oregon is a major liberal arts and sciences university with professional programs of architecture and allied arts, business, education, human development and performance, journalism, law, and music.

☐ Oregon State University is a land- and sea-grant university with programs in the liberal arts and sciences and professional programs in agricultural sciences, business, education, engineering, forestry, health and physical education, home economics, oceanography, pharmacy, and veterinary medicine.

☐ Portland State University offers liberal arts and sciences programs and professional programs in business, education, engineering, health and physical education, performing arts, and urban and public affairs.

☐ The Oregon Health Sciences University is a major center for instruction, research, and public service in the fields of medicine, dentistry, nursing, and related health services.

Three four-year colleges focus upon the unique needs of their respective areas with high quality undergraduate and selected graduate programs in both the liberal arts and sciences and professional fields:

☐ Eastern Oregon State College serves its regional mission through programs in the liberal arts; professional programs in business economics, education, and community service; and cooperative programs in agriculture and nursing.

☐ Southern Oregon State College provides liberal arts and sciences programs and professional programs in business, education, performing arts, and nursing.

☐ Western Oregon State College provides programs in liberal arts and sciences and professional programs in education, business, and public service.

The Northwest's only polytechnic institution, Oregon Institute of Technology, serves the state's needs for business, engineering, and health technologists.

Major Directions

Eastern Oregon State College

☐ Continue to provide high quality instructional, research, and service programs needed by eastern Oregonians.
☐ Improve graduate teacher preparation by developing cooperative programs with other institutions in the State System.
☐ Emphasize preparation of teachers for rural school districts.

Oregon Health Sciences University

☐ Strengthen health science programs of instruction, research, and public service.
☐ Enhance efforts to provide outstanding, cost-effective primary and tertiary care for patients in Portland and the rest of the state.
☐ Expand research capabilities in molecular neurobiology, aging, molecular cardiology, oncology, human genetics, trauma research, biomedical imaging, and dental research related to pain.
☐ Continue close collaboration with other health care agencies and institutions throughout the state.

Oregon Institute of Technology

☐ Strengthen instructional programs by fully computerizing the campus, emphasizing revising curriculum to adjust to new uses of computers and telecommunications.
☐ Develop new degree programs to meet the needs of emerging industries in fields such as micro-electronics, biotechnology, robotics, and aerospace.
☐ Offer additional baccalaureate degrees and consider establishing a satellite campus in Portland as the need arises; any OIT-Portland programs will be operated in cooperation with local community colleges and Portland State University to make best use of resources.
☐ Expand activities in international programs, particularly in the Pacific Basin.

Oregon State University

☐ Enhance the university environment for learning, creative thought, exchange of ideas, and personal growth.
☐ Contribute to the social and economic development of Oregon.
☐ Strengthen the humanities, social sciences, and arts.
☐ Expand the research and graduate education capacity of the university while sustaining research excellence in the sciences and professions.
☐ Enlarge and strengthen the university's international perspective and participation.

Portland State University

☐ Continue to develop strong programs in liberal arts, sciences, and selected professional fields.
☐ Develop new research programs in the sciences, engineering, business administration, international trade, education, health system and administration, criminal justice systems, urban systems, public administration, and social services.
☐ Serve the diverse educational needs of both traditional and nontraditional students and continue a leading role in the economic, social, and cultural life of the metropolitan area.

Southern Oregon State College

☐ Emphasize strong undergraduate programs in the liberal arts, sciences, and professions, particularly fine and performing arts and laboratory science.
☐ Strengthen the Shakespearean Studies program, building on campus resources and those available through Ashland's Oregon Shakespearean Festival.
☐ Strengthen the baccalaureate nursing programs and continue the development of the cooperative master's program in Medford.
☐ Strengthen the master's degree programs in professional areas and develop new career options within the interdisciplinary master's degree.
☐ Expand the Regional Services Institute by developing related instructional and research programs within the college's curriculum.

University of Oregon

☐ Strengthen liberal arts, sciences, and professional programs through a curriculum that emphasizes interdisciplinary study.
☐ Emphasize the university's research mission throughout all disciplines.
☐ Strengthen programs in music, theater, arts, and humanities that will contribute to the cultural life of the region and state.
☐ Strengthen the university's role in Oregon's economic and technological development, with an emphasis on interinstitutional and interagency research programs, including those that contribute to the development of Riverfront Research Park planned in partnership with the City of Eugene.

Western Oregon State College

☐ Strengthen liberal arts, sciences, and professional programs needed by people in the mid-Willamette Valley.
☐ Emphasize improvements in business programs.
☐ Continue to offer teacher education through merged OSU/WOSC School of Education.
☐ Explore needs for professional and continuing education of state and local government employees in the region.
☐ Emphasize adult learners and nontraditional students.

Planning Trends & Assumptions

Economy

The outlook for Oregon's economy is for continued modest growth. A strong economy is necessary to provide the resources to support quality education programs and other required public services; at the same time, an investment in higher education is closely linked to a healthy economy. Higher education provides the trained workforce, the research, and the public services which keep Oregon's industries competitive and which contribute to the state's attractiveness to new business.

Student Enrollment

Enrollments are expected to increase at system institutions through the end of the decade despite nationwide predictions of declining enrollments. Stabilized tuition policies and improved recruitment and retention efforts will result in increasing enrollments. Total headcount is expected to approach 65,000 by 1989-90, rivaling the 1980-81 peak enrollment of 65,864.

High School Graduates

Enrollment increases are projected despite the decline in high school graduates that began in 1970 and that is expected to continue into the early 1990s (except for a temporary increase during 1986-89). As a result, institutions will serve a smaller pool of traditional-age students until 1993, with a sharp increase beginning in 1997 and continuing through the turn of the century.

Problems in Degree Completion

More of both traditional and nontraditional, older students are expected to attend college part time, and are expected to interrupt their studies more frequently. The average time students will spend earning a baccalaureate degree will rise to 6-7 years. This "stopping out" phenomenon will lead to problems in degree completion and academic program continuity.

Programs

Current programs will be reviewed, redesigned, and updated in response to new knowledge and the economic needs of Oregon, the nation, and the world. New programs will be added to address the changing needs of the public and employers, especially in the professions. Likely program development areas are the sciences, emerging technologies, and international business, with increasing recognition of the relationship of the importance of the liberal arts to developing technical

fields. More multidisciplinary programs and degrees will be needed, and interinstitutional programs will increase.

Competition for Grant Funds

Federal research money will decline and competition will increase for foundation and corporate dollars. Oregon institutions, above the national average in attracting research dollars, will need to become more competitive just to stay even. With grant programs increasingly requiring matching funds, some states are providing money to help their colleges and universities meet these requirements. Oregon institutions may not be able to compete without assistance from such a state "partnership" program.

Centers of Excellence

To be competitive nationally in new areas of research and scholarship and to get the most benefit from available resources, higher education institutions must develop special programs or centers of excellence. These centers should be carefully selected to enhance Oregon's economy and quality of life.

Faculty

As states increasingly understand that higher education contributes to healthy economies, they will continue to raise salaries to attract and retain the best faculty. In the past decade, Oregon has lost some "star quality" faculty to other states; this "brain drain" will continue unless salaries and higher education support keep pace with those of other states. Faculty reaching retirement age will also increase significantly, resulting in needs for many replacement faculty.

Equipment and Facilities

Institutions must step up their schedules for replacing obsolete equipment to maintain program quality. Some new facilities will be needed to accommodate increasing needs for instructional, library, and research space for students and faculty. Plant maintenance and improvements will meet needs for space, safety, security, and access for the disabled.

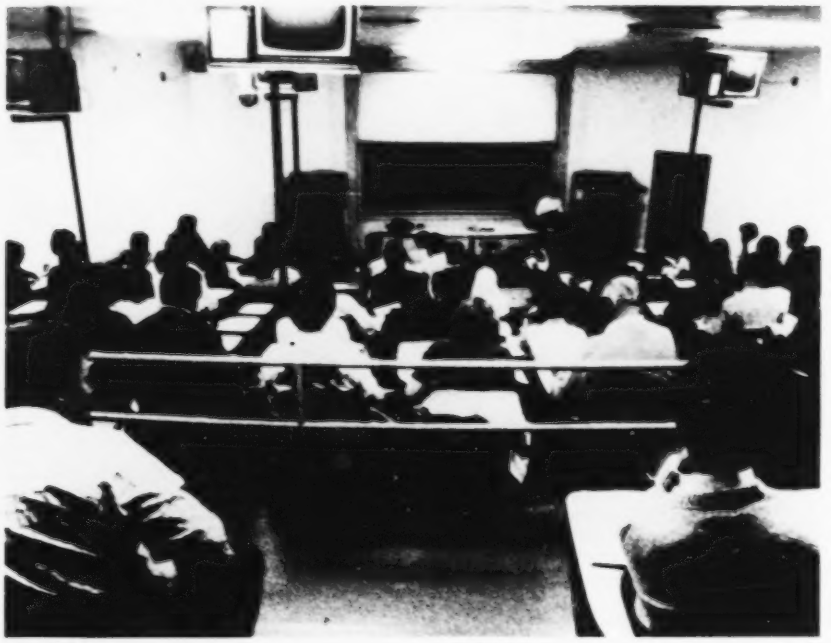
New Technologies

Needs for computers and other technology will increase as expanded use is made in instruction, research, and administrative management of institutions. New uses will be made of technology, particularly related to improved communications and delivery of services such as instructional television.

Major Needs

To maintain and strengthen the excellent instructional, research, and service programs at our colleges and universities, institutions have numerous needs that must be addressed during the next six years. Without improvement in the following six areas, institutions will be unable to maintain high quality programs and services *and* strengthen areas which currently are deficient.

- ☐ Attracting and retaining high quality faculty with competitive salaries and adequate support.
- ☐ Providing adequate equipment, libraries, facilities, and support services for instructional and research uses.
- ☐ Providing an enhanced general education curriculum for all undergraduates.
- ☐ Providing the graduate and professional programs that are needed to serve the State of Oregon during the next decade.
- ☐ Increasing support for faculty research, scholarship, and creative activity at all institutions.
- ☐ Ensuring that qualified and motivated Oregonians have access to needed programs and services.



Guiding Principles

The Board of Higher Education has adopted nine principles to guide the operation of State System institutions through 1987-1993.

Commitment to excellence . . . excellence in the pursuit of knowledge by students and faculty and sharing knowledge gained from instructional and research programs through our many public service programs.

Commitment to liberal arts and professional education . . . strong undergraduate courses in literature, mathematics, foreign language, sciences, and social sciences are necessary to ensure that students are broadly educated; the system is also committed to preparing people in the many diverse professions that make up Oregon's workforce.

Commitment to high quality instruction . . . excellent teaching is the highest priority of our institutions.

Commitment to research, scholarly work and creative activity . . . all are essential for the future economic and cultural health of Oregon.

Commitment to cultural diversity . . . among our campuses' students and faculties.

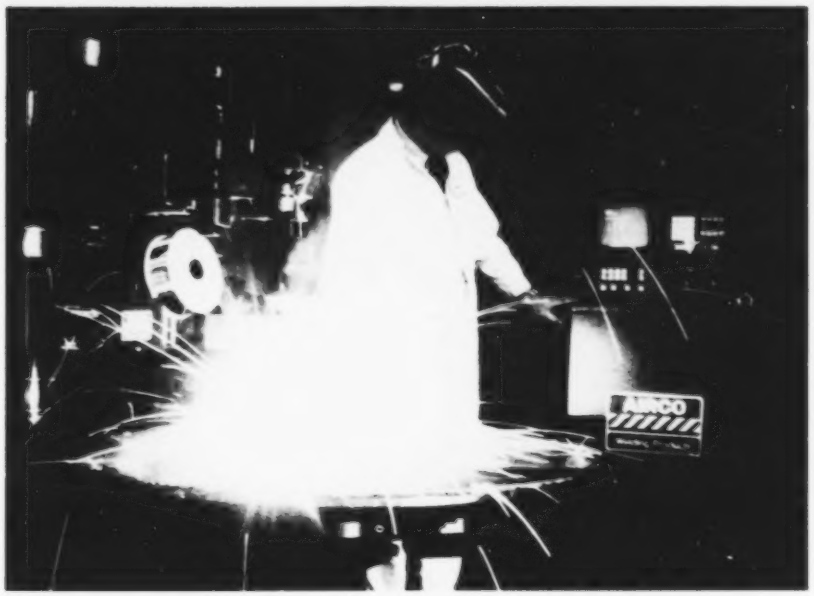
Commitment to public service . . . using our diverse educational resources to improve the quality of life for the people of Oregon.

Commitment to equal opportunity and affirmative action . . . providing the greatest possible access for those qualified to be employed or enrolled in our programs.

Commitment to regular program evaluation . . . assuring the quality, effectiveness, and efficiency of our programs and services.

Commitment to academic freedom . . . ensuring the search for truth and its open expression in Oregon's public higher education system.

Proposed Educational Reforms



TO IMPROVE UNDERGRADUATE EDUCATION

☐ Provide an enhanced liberal arts core (emphasizing communications and analytical skills, logic, math, science, social science, humanities, and foreign language).

☐ Require college-level foreign language competency for the baccalaureate graduate.

☐ Provide freshmen and sophomores an opportunity to study in a small class or seminar.

☐ Require computer competency appropriate to the student's major field for the baccalaureate graduate.

☐ Strengthen opportunities for students to apply their college preparation to the world of work.

TO IMPROVE TEACHING IN STATE SYSTEM INSTITUTIONS

☐ Attract and retain outstanding faculty by placing salaries in top third of average salaries for all public colleges and universities nationwide.

☐ Select and retain Graduate Teaching Assistants that meet high teaching standards.

☐ Provide professional development programs that strengthen faculty teaching, research, and service.

☐ Increase the proportion and effective utilization of women and minority faculty and administrative staff.

☐ Utilize advanced instructional technology wherever appropriate to improve the quality and efficiency of curriculum and instruction.

TO PROVIDE ACCESSIBLE PROGRAMS THROUGHOUT OREGON

☐ Offer general education courses in liberal arts and sciences on all seven undergraduate campuses.

☐ Allocate responsibility for baccalaureate and graduate degrees in accord with the need for programs, access for citizens, and the ability of campuses to provide high quality programs.

☐ Establish entrance requirements in line with institutional missions.

☐ Set tuition fees using the cost for instruction as a guideline with a goal of fees approximating those in western states.

☐ Explore extending opportunities for students from Oregon or Washington to attend institutions in the other state at resident rates. Permit students to carry state financial assistance to their chosen institution.

☐ Expand student financial assistance programs (e.g. scholarships, loans, work study) that increase opportunities and choices of students to attend institutions.

☐ Increase numbers of underrepresented ethnic and racial minorities, disabled, and nontraditional populations by strengthening recruitment and retention programs.

☐ Attract and retain Oregon students with high academic and leadership potential as well as highly talented nonresident students.

☐ Establish an Oregon Public Postsecondary Education Instructional Television Network to enable institutions to deliver courses and degree programs among community colleges, four-year institutions, industries, and homes throughout the state.

☐ Seek state support to strengthen academic, credit-bearing summer session and continuing education programs.

TO PROVIDE PROGRAMS THAT STRENGTHEN OREGON'S ECONOMY

☐ Identify centers of excellence that enhance the quality of academic programs.

☐ Strengthen programs that contribute to Oregon's international trade interests, especially in the Pacific Basin.

☐ Strengthen ties with government, business, industry, and labor. Expand existing partnerships and develop new joint ventures.

☐ Relate instructional and research programs at Regional Services Institutes to the college curriculum providing faculty and students with increased field-related opportunities and communities with expanded access to technical assistance.

☐ Expand management development programs for executives in the public and private sectors.

☐ Establish a research-seed money program for basic and applied research projects at all institutions.

TO PROVIDE ACCESSIBLE AND MODERN EQUIPMENT, FACILITIES, AND LIBRARIES

☐ Automate library systems and improve library collections and staffing.

☐ Upgrade at least 50 percent of obsolete or inadequate classroom and laboratory equipment.

☐ Build and/or renovate facilities needed to support instructional, research, and service programs.

TO IMPROVE SERVICES TO STUDENTS

☐ Improve academic advising services.

☐ Offer developmental programs for students with minor deficiencies in basic skill areas.

☐ Continue to emphasize strong informational and counseling programs for elementary and secondary school students, community college students, and their parents.

☐ Provide information regarding admissions, retention, and academic progress of students to Oregon's high schools and community colleges.

TO PROVIDE EXCELLENT TEACHERS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION

☐ Recruit highly qualified students to the teaching profession.

☐ Raise standards for admission to teacher education programs to include meeting a 2.75 college grade point average and passing a test of basic skills.

☐ Redesign teacher preparation programs to five-year sequence.

TO STRENGTHEN COORDINATION AND COOPERATION

☐ Expand the number of cooperatively offered interinstitutional instruction, research, and service programs.

☐ Expand cooperation with community colleges.

☐ Expand cooperation with independent institutions.

☐ Expand cooperation with the Department of Education, local school districts, and other agencies.

TO STRENGTHEN THE MANAGEMENT AND ACCOUNTABILITY OF STATE SYSTEM PROGRAMS

☐ Have all undergraduate and graduate programs accredited by the appropriate local, regional, and/or national accrediting agencies.

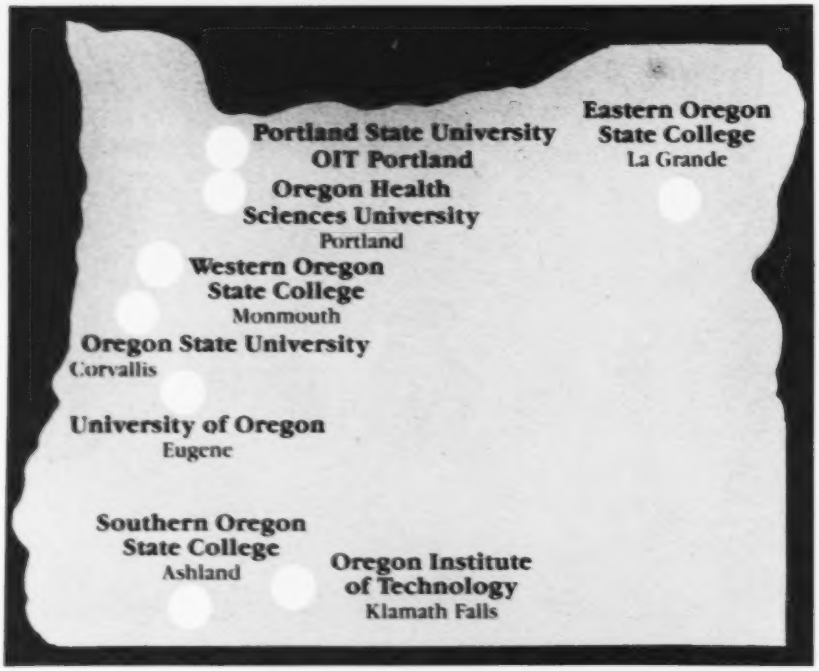
☐ Regularly review programs to ensure they meet a continuing need.

☐ Evaluate administrators and faculty, including tenured faculty, on a regular basis.

☐ Establish standards for graduation in baccalaureate degree programs and identify indicators to provide evidence that students are meeting these standards.

☐ Modernize the system's information "infrastructure" and improve management capabilities by developing a system-wide, state-of-the-art integrated information system and communications network that includes voice, data, video, and building control functions.

State Board of Higher Education



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This report summarizes the *Strategic Plan* adopted on July 18, 1986 by the Oregon State Board of Higher Education. The complete plan may be obtained by contacting:

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Oregon
STATE SYSTEM OF HIGHER EDUCATION

Strategic Plan

Oregon State System of Higher Education 1987-1993

Eastern Oregon State College

Oregon Health Sciences University

Oregon Institute of Technology

Oregon State University

Portland State University

Southern Oregon State College

University of Oregon

Western Oregon State College

A STRATEGIC PLAN FOR THE OREGON STATE SYSTEM OF HIGHER EDUCATION 1987-1993

Adopted by the Oregon State Board of Higher Education on July 18, 1986

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Chapter 1

STATE SYSTEM MISSION AND INSTITUTIONAL MISSIONS

SYSTEM OF HIGHER EDUCATION

As a System. Oregon has operated a single system of higher education for more than half a century. The system is composed of colleges and universities established to provide educational services to Oregonians and a central administrative unit established to provide long-range planning and administrative services to its member colleges and universities.

Public higher education was planned as a system and not as autonomous, competing colleges and universities. A pioneer in designing its system of complementary colleges and universities, Oregon's model of public higher education has been adopted by numerous states throughout the nation. The vision forged in Oregon some fifty years ago continues to serve the state well. Today Oregon's colleges and universities operate under a system designed to meet the needs of citizens throughout the state, institutions committed to carrying out the functions of a coordinated, planned system of public higher education.

Its Institutions. After fifty years of careful growth and development, the State System has eight high quality colleges and universities that will help Oregon move competitively into the 21st century. Four nationally recognized universities together comprise a comprehensive research university for the State of Oregon. They include:

- a major liberal arts and sciences university in the University of Oregon;
- a comprehensive land- and sea-grant university creating and extending knowledge and service throughout the state in Oregon State University;
- an urban university serving the state's largest metropolitan center in Portland State University;
- a university specializing in the fields of medicine, dentistry, nursing, and related sciences in Oregon Health Sciences University.

Three colleges serve the unique needs of their respective areas with high quality undergraduate and selected graduate programs in both the liberal arts and sciences and some professional fields. They include:

- Eastern Oregon State College serving the eastern region of the state;
- Southern Oregon State College serving the southern region of the state;
- Western Oregon State College serving the mid-Willamette Valley.

A unique polytechnic institution serves the state's needs for technologists:

- Oregon Institute of Technology.

The State System is more, however, than the sum of its individual parts. The system marshals resources and coordinates a tremendous number of services to benefit Oregon. It provides world-class research, excellent faculty, countless contributions to the education of future leaders and citizens in virtually all walks of life, outreach centers that serve the entire state, and continuing commitment to assist the state in its efforts to maintain and expand Oregon's nationally known and highly regarded quality of life.

Organization. The system blends centralized policy making and management and campus-based services to students and communities. A central administration provides those support and administrative services that are cost-effective when offered centrally or are specifically a part of the State Board's assigned responsibility. The central administration is also responsible for long-range academic planning and coordination.

The system is governed by the State Board of Higher Education. Its eleven-member board is appointed by the Governor, with nine members appointed to four-year terms and two student members appointed to two-year terms.

The Board appoints a Chancellor as chief executive officer of the State System. The Chancellor's Office acts as staff to the Board and monitors the administration of the institutions to assure that they are operated in accordance with approved policies, programs, and budgets.

The Board's major functions are to determine systemwide policy, establish institutional guidelines, approve curricular program additions and deletions, coordinate programs, review and approve budgets, and manage property and investments.

Systemwide Programs. In addition to the eight colleges and universities that comprise the State System, the system also operates numerous statewide public services that provide information, medical care, research, and other services to Oregon citizens as adjuncts to the educational activities of the institutions. Oregon State University operates three statewide services: Forest Research Laboratory, Cooperative Extension Service, and Oregon Agricultural Experiment Station. Oregon Health Sciences University operates three statewide services: University Hospital, Crippled Children's Division, and Dental Clinics.

The Chancellor's Office operates a limited number of statewide programs. These are typically in areas where program costs are too high for an individual institution to offer the program, the area is so specialized that resources from multiple institutions are required to ensure high quality, or the program has been assigned to the Chancellor's Office by the Board. Programs offered through central administration include: Oregon Center for Advanced Technology Education, State System Foreign Study Program, Computerized Articulation System to Improve Community College Student Transfers, High School Relations, and Teaching Research Division.

Operating As a System. Multiunit systems such as Oregon's are more complex than single institutions. Programs in the arts and sciences must be offered on all campuses. Additional management structures and procedures are required to coordinate the activities of the governing board, the Chancellor's Office, and the campus administrations. Although complex, there are important advantages to a single system of public colleges and universities.

* Costs are reduced in multicampus systems. Unproductive duplication of programs at both the undergraduate and graduate level are minimized. There are greater opportunities for campuses to share resources and offer cooperative programs. A system is able to reduce costs by providing centralized support services.

* The ability to shift programs and resources among campuses enables a system to more effectively link scarce resources with statewide needs.

* Excellence in programs is promoted by selective allocation of programs among campuses and by the ability to combine resources on several campuses.

* There is a productive division of management responsibilities between a system executive and the campus heads. The Chancellor devotes his attention to the governing board, gaining public and legislative support for the colleges and universities and securing the planning and cooperative advantages of a multicampus system. Campus presidents focus on obtaining support for their institutions and on improving the excellence of programs, faculty, and students.

* It is easier to obtain public and legislative support for a coordinated system of higher education institutions than for eight separate and competing institutions.

* The State System shields campuses from much of the direct political intervention found in states without higher education systems.

* The cooperation with other segments of education and industry is easier to obtain in a centralized system, which leads to more off-campus programs and more cooperative research and service.

To achieve these advantages, it is important for the State Board to clearly define the mission of the State System.

STATE SYSTEM MISSION

The mission of the State System of Higher education is to serve the State of Oregon by:

1 Providing access to higher educational programs which enable students to reach their full and maximum potential.

2 Helping students become participating and contributing citizens.

3 Creating, collecting, evaluating, storing, and passing on the body of knowledge necessary to educate future generations.

4 Providing the necessary instructional, research, and public service programs to enrich the cultural life of Oregon citizens and to support and maintain a healthy state economy.

GUIDING PRINCIPLES IN IMPLEMENTING ITS MISSION

The State System carries out this mission, within the limit of its resources, by providing a comprehensive program of teaching, research, and service in a wide range of fields at and through its institutions. The Board and institutions operate under nine guiding principles:

Commitment to Excellence. The Board and the institutions are committed to the highest levels of excellence in the pursuit of knowledge by State System students and faculty. The State System also shares the knowledge gained from its instructional and research programs through its many public service programs. In all these activities, the State System seeks to serve the citizens of the State of Oregon.

Commitment to Liberal Arts and Professional Education. The Board and the institutions are committed to transmitting the rich heritage of cultural traditions, artistic expressions, and human values to future generations. Strong liberal arts programs, therefore, are the foundation upon which the entire curriculum is built. The State System is also committed to preparing people in the many diverse professions that make up Oregon's workforce. High quality programs to educate teachers, business people, social workers, engineers, architects, physicians, nurses, dentists, lawyers, accountants, farmers, scientists, journalists, and computer scientists, to

name just some, are testament to the commitment of the state's public colleges and universities to professional education.

Commitment to High Quality Instruction. Excellence in teaching is the highest priority at all State System institutions. This means that each institution provides the best possible education for those who meet its entrance requirements. Excellent teaching must be an important criteria for faculty selection, promotion, tenure, and salary advancement.

Commitment to Research. As the major provider of the most diverse range of basic and applied research in Oregon, the State System is committed to research, scholarly work, and creative activity. Research is essential to keep teaching current. It makes available to students the intellectual excitement and challenge found only at the frontiers of learning. It produces the new knowledge and new understandings which serve the economic, social, and cultural needs of the state. Scholarly activity must be important criteria for faculty selection, promotion, tenure, and salary advancement at all State System institutions.

Commitment to Cultural Diversity. Educated men and women must be prepared to succeed in an increasingly heterogeneous environment. The State System is committed to strive for diversity in its campuses' student bodies and faculty.

Commitment to Public Service. As the State's public four-year college and university system, the State System is responsible for using its educational resources to improve the quality of life for the people of Oregon. System institutions serve the residents of their areas with educational programs and services and they contribute their unique resources to address the special needs of the region and state. Each college and university serves as a cultural, intellectual, and technical resource to individuals, governments, civic organizations, and business and industry in Oregon.

Commitment to Equal Opportunity and Affirmative Action. As an equal opportunity and affirmative action institution, the State System must provide the greatest possible access for all those qualified to be employed or enrolled in its many programs.

Commitment to Regular Program Evaluation. To fulfill its responsibilities to the state and to its various constituencies, State System institutions are regularly evaluated to assure their quality, effectiveness, and efficiency. For more than 100 years, the System's institutions have consistently reviewed their programs and services, developing new offerings and delivery systems to serve the changing educational needs of Oregon.

Commitment to Academic Freedom. In order to provide the highest quality teaching, research, and public service, the State System is committed to the principle of academic freedom. Academic freedom and the responsibilities it places on faculty ensure the search for truth and its open expression, both of which are essential for the success of Oregon's higher education system.

FUTURE DIRECTIONS OF THE STATE SYSTEM

The State System will continue to offer a wide range of high quality baccalaureate, professional, graduate, and extension programs designed to prepare students to achieve positions of leadership and responsibility in society, to achieve their educational goals, and to help them fulfill their human potential.

The State System is composed of eight different institutions, each with unique responsibilities for teaching, research, and public service. Nevertheless, each institution, with the exception of the Oregon Health Sciences University, will maintain strong undergraduate liberal arts and sciences programs which are necessary to provide a liberal education. Undergraduate business and computer science programs, now a part of a comprehensive undergraduate curriculum,

will be available on all undergraduate campuses. Specific professional programs which serve local constituencies, such as teacher education, will be offered on several State System campuses. Cooperation among the institutions will be encouraged throughout the planning period whenever it contributes to the quality and access of programs available to Oregon citizens.

In its research mission, the State System will encourage and seek additional support for high quality basic and applied research that enhances its educational programs and service to the state. The system will also seek increased cooperation among both research programs within the State System and with external organizations where such cooperation is consistent with the State System's basic educational mission.

INSTITUTIONAL MISSIONS

The Oregon State Board of Higher Education has general powers in assigning roles and missions to each public institution under its jurisdiction. The Oregon Revised Statute states that:

> . . . the State Board of Higher Education may, for each institution, division and department under its control: supervise the general course of instruction therein, and the research, extension, educational, and other activities thereof. [ORS, 351.070, (2) (a)]

The actual roles and missions of the State System's colleges and universities are the product of long histories in which governing boards, legislatures, and the many constituencies of higher education have reached agreements as to the directions and courses of study to be offered on each campus.

The specific missions of the eight institutions comprising the State System of Higher Education appear in the following sections.

University of Oregon

Assigned Mission

The University of Oregon provides students with a wide range of educational opportunities in the liberal arts and sciences and in a variety of professional programs. The mission of the University is to maintain and build upon the breadth and high standards of quality in both teaching and creative scholarship. Its faculty engage in scholarly research which advances scientific and humanistic understanding and improves professional practice. Its public services programs share this new knowledge and understanding with the community, working to improve educational, cultural, and economic conditions in the state and nation. The strengths of the University's faculty, curriculum, research activities, and diversity of doctoral programs were recognized in 1969 when the University was elected to membership in the distinguished Association of American Universities.

Current Instructional, Research, and Service Programs

* The University of Oregon offers baccalaureate, master's and doctoral degrees in the arts, humanities and the social sciences, the physical and biological sciences, and the mathematical and computer sciences. The University is the only institution in Oregon offering doctoral degrees in the arts, humanities, and social sciences.

* The University offers professional undergraduate and graduate programs in the Arts and Sciences, and in Architecture and Allied Arts, Planning, Public Policy and Management, Business Administration, Education, Human Development and Performance, Journalism, Law, and Music.

* The University emphasizes research and creative achievement in all academic areas. This dedication to the discovery of new knowledge has resulted in national and international acclaim

for many of its programs, most notably those in the basic sciences. The University's many centers and institutes bring faculty and student researchers together from a variety of departments to solve problems that cross the traditional boundaries between disciplines.

* The liberal arts pervades all the University's programs. Professional preparation especially at the undergraduate level is structured so that all students receive solid grounding in the liberal arts and sciences; this close relationship between the liberal arts and professional programs exemplifies an increasing trend toward interdisciplinary study and research at the University. Students may select from a variety of interdisciplinary programs designed to give broad understanding of the relationships between science, art, technology, and society.

* Students at the University have the opportunity to learn more about the world around them by participating in a variety of international programs. The University's international programs facilitate research and exchange of faculty and students with many other countries.

* The University is noted for its cultural programs. The standard for the University's music productions is exemplified by the internationally acclaimed Bach Music Festival. Its theater productions are national prize winners. Dance productions, lecture series, art and architecture exhibits, and film series bring a variety of cultural opportunities that enrich life on campus, in the community, and throughout the state.

* The University is home to many outreach programs which serve business, labor, and governmental groups throughout the state, nation, and world. As individuals and through their departments and schools, faculty engage in consultation and assistance to a variety of public, private, and professional organizations.

* The University cooperates with other colleges and universities to maximize its capacity to deliver high-quality instructional programs and research assistance throughout the state. The University and Oregon State University in particular have combined their special talents in a variety of ways including cooperative undergraduate programs, continuing education, and economic development efforts. Scientists and engineers from both institutions meet with their counterparts in research-oriented industries through the Advanced Science and Technology Institute. The two universities anchor the Southern Willamette Research Corridor and both contribute to the Oregon Center for Advanced Technology Education.

Future of the Institution

The University of Oregon will continue to build on its strengths by maintaining its high standards of quality and fostering the close relationships between the liberal arts and sciences and the programs of the seven professional schools. The University's curriculum will continue to encourage interdisciplinary study to prepare students to think in complex terms.

The research mission of the institution will continue to be stressed. Mechanisms for fostering interdisciplinary research will be encouraged and developed as a way of addressing societies' multifaceted problems.

The University will maintain its commitment to the cultural enhancement of the state. Through programs in music, theater, the arts, and the humanities, the University will continue to serve as a center of cultural activity and seek ways to provide such programs to all areas of the state.

The University's commitment to assist the economic and technological development of Oregon will continue with even greater energy. Interinstitutional and other interagency cooperative efforts will be encouraged. The Advanced Science and Technology Institute, the Southern Willamette Research Corridor, the Joint Committee on Economic Development, and the Eugene/Springfield Metro Partnership will be given the complete support of the University for the role that they play in bringing home to all the citizens of Oregon some of the tangible benefits that spring from their support of public higher education. The University will continue its efforts to develop the Riverfront Research Park in partnership with the City of Eugene.

Oregon State University

Assigned Mission

Oregon State University's mission is to provide educational opportunity, research, and service in support of the social and economic development of the state of Oregon. Inherent is the commitment to provide high quality educational programs in the liberal arts, sciences, and the professions. As the state's Land Grant and Sea Grant institution, Oregon State University operates under mandates from both the state and federal governments to help Oregon, the nation, and the world develop and utilize our human, land, atmospheric, and oceanic resources. As a research university, Oregon State extends the frontiers of knowledge in the liberal arts and sciences, and in all aspects of natural, human, and economic resources.

Current Instructional, Research, and Service Programs

* At the core of Oregon State University's educational programs are the College of Science and the College of Liberal Arts. The University's curriculum is augmented by nine professional colleges of Agricultural Sciences, Business, Engineering, Forestry, Health and Physical Education, Home Economics, Oceanography, Pharmacy, Veterinary Medicine, and the School of Education operated jointly with Western Oregon State College.

* The University offers undergraduate programs in 90 fields and graduate degrees in 74 fields, ranking twelfth among the other 54 Land Grant institutions in the number of doctoral degrees awarded.

* The University's program of basic and applied research (approximately 40 percent basic, 60 percent applied) constitutes a major research enterprise in the state of Oregon. These programs annually bring more funds to the state than the Legislature appropriates for the University's instructional program.

* Oregon State University cooperates with other colleges and universities to share resources and encourage jointly sponsored research and instruction. The University participates in the Executive MBA Program, the Center for Advanced Technology Education, the Advanced Science and Technology Institute, the Southern Willamette Research Corridor, and instructional programs such as Agricultural Business Management at Eastern Oregon State College.

* The University's outreach touches every continent in the world and students from abroad come to Corvallis to study before returning to their homes in some 90 countries. The University's Extension Service reaches hundreds of thousands of Oregonians annually. The University's continuing education programs -- over a thousand each year -- share knowledge with nontraditional students throughout the Western United States, Alaska, and Canada.

* The University's program of student support activities supplement curricular offerings, serving students who learn to thrive in the university environment and who ultimately take their places in the world.

* The University offers reserve officer training programs (ROTC) in all four military services (USN, USMC, USAF, USA), a variety of certificates including one in Peace Studies, and international instructional programs for American students in 12 countries of the world.

* In operation for nearly 40 years, Oregon State University's Foundation received its 100-millionth dollar from private sources in 1986 in support of the University's programs of instruction, research, and service.

Future of the Institution

Oregon State University will continue its commitment to provide high quality educational programs in the liberal arts, sciences, and professional fields.

Through its research programs, the University will continue to contribute to the intellectual development and the economic and technological advancement of humankind.

Oregon State University's programs are woven so tightly into the fabric of the state that Oregon's priorities -- high quality education for its citizenry and effective utilization of its human and natural resources -- will continue to guide the priorities of the University.

Portland State University

Assigned Mission

Portland State University's mission is to provide excellent programs of teaching, research, and public service in Oregon's major metropolitan area. It has developed rapidly by providing innovative programs and will soon gain designation as a Category I (doctorate granting) institution.

Current Instructional, Research, and Service Programs

* Undergraduate programs at Portland State University are offered in the liberal arts and sciences and professional studies.

* Master's degree programs are offered in the liberal arts and sciences and in the professional fields of business administration, education, engineering, health and physical education, performing arts, public administration, urban planning, and social work.

* Doctoral degrees are offered in education, electrical and computer engineering, and the interdisciplinary fields of environmental science and resources, systems science, and urban studies.

* The University's institutes and centers conduct research and provide community service in such areas as problems of the aging, international trade and commerce, social welfare and human services, and demographic analysis.

Future of the Institution

The development of Portland State University will continue to be founded on traditional disciplines of the liberal arts and sciences. The highest priority will be on excellent teaching at all levels. At the same time, faculty research will be essential to keeping teaching current, extending the boundaries of knowledge, and serving the economic, social, and cultural needs of the university's larger community. Extensive growing public service to a diverse urban population will also be of major importance to the institution.

Portland State University will give special attention during the planning period to the needs of its multicultural, minority, and nontraditional students. It will augment rigorous classroom and laboratory instruction with clinical instruction widely available in the Portland metropolitan area through cooperative education, internships, field placements, and extended learning centers. It will also take advantage of the abundant professional and research resources in the Portland area for studying effective teaching.

Research will continue to grow in quality and quantity at the University. It will be the responsibility of the University to assign priorities for advancing its overall excellence, particularly as new resources become available. New research programs that enhance the mission of the institution will be selected carefully in order to complement existing research strengths of other public universities in Oregon and take advantage of available resources and opportunities in the Portland metropolitan region. Market conditions and the need for doctorates in selected disciplines will affect the areas selected. Research programs in the sciences and engineering that are tied to the community's focus on high-technology industry, business administration, international trade (especially with the Far East), urban and ethnic education, health systems and administration, the criminal justice system, management of complex urban systems, public administration, social services, and the arts will be given priority consideration.

As the major public university in the Portland metropolitan area, Portland State University will continue to be a leader in the economic, social, and cultural life of the community. It will expand its close ties with local educational and cultural institutions, industry, labor organizations, and government agencies. The exchange of personnel with business and industry and the offering of courses and services off-campus will be encouraged. Strong continuing education and community service activities will be an integral part of Portland State University's instructional and research programs.

Oregon Health Sciences University

Assigned Mission

The Oregon Health Sciences University's mission is to serve as the State System's primary center for the preparation, specialty training, and continuing education of students and practitioners in the health professions and to train graduate students in the biomedical sciences. To ensure the continuing high quality of its graduates in the clinical and biomedical disciplines and to contribute to the advancement of biomedical knowledge, the University conducts basic and applied research in a broad range of biomedical sciences. As the state's only academic health center, clinical facilities and services at the Oregon Health Sciences University provide exemplary technical training for students and outstanding care for Oregonians who are acutely ill or medically indigent.

Current Instructional, Research, and Service Programs

* Through its schools of Dentistry, Medicine, and Nursing, Oregon Health Sciences University offers professional, baccalaureate, and certificate courses and residency training in health-related disciplines. The University is the only institution in the state where Oregon residents can pursue doctoral programs in dentistry, medicine, and nursing. Educational programs at the University are based on a coordinated, interdisciplinary approach to education, research, and clinical care in the health professions.

* The University also offers graduate education programs in biomedical fields that provide the scientific knowledge upon which medical, nursing, and dentistry programs are based.

* To provide clinical experience for its students, the Oregon Health Sciences University operates the University Hospital, and medical, nursing, and dental ambulatory care clinics. It also uses a network of clinical facilities including the Veterans Administration Medical Center, the Shriners Hospital, affiliated teaching hospitals, community clinics, and state and local agencies. The Crippled Childrens Division assures statewide access to medical care for disabled patients and trains health care workers in the specialized care of such individuals and their families.

* The University's educational programs and clinical facilities afford Oregon residents, including many indigent patients, statewide access to specialized diagnostic and treatment services. These services include primary preventive and uncomplicated health care, kidney and heart transplants, and the care of congenital childhood diseases.

* The University meets the postgraduate training needs of its alumni and other health professionals throughout Oregon by offering more than 200 continuing education programs annually. The University also performs an important service in educating the public about health care issues.

* Research is a long-standing and growing mission of the University. New facilities and programs including the Institute for Advanced Biomedical Research, the Biomedical Information Communications Center, the Center for Technology and Medicine, and the Occupational Disease Research Center are broadening the University's research capabilities. The University is central to an extensive research network which includes the Veterans Administration Medical Center, the Oregon Regional Primate Research Center, The Shriners Hospital research laboratory, and the Kresge Hearing Laboratory. The recent evolution of the University's research capabilities in molecular biology and brain sciences is establishing Portland as a major national research center and is contributing to the state's economy through the private, public, and industrial funds being attracted to Oregon.

Future of the Institution

The Oregon Health Sciences University will strengthen its health science programs of instruction, research, and public service through its on-going commitment to attracting high-quality faculty and research grants and contracts. The University will expand its current centers of excellence. Building on its research strengths in molecular neurobiology, clinical medicine, and nursing care, the University will enhance its research capabilities in aging, molecular cardiology, oncology, human genetics, trauma research, biomedical imaging, and dental research related to pain. Planned research centers on eye disease, hearing disorders, the molecular basis of toxic injury in the workplace, technology and medicine, and biomedical information systems will continue to be developed.

The University will enhance its efforts to provide outstanding and cost-effective primary and tertiary care for patients in the Portland area and the rest of the state.

The University will continue to work with other health care agencies and institutions of higher education in Portland and elsewhere in the state. Examples include cooperation with the State Health Division, collaboration in molecular biology with the University of Oregon, clinical training of pharmacy students from Oregon State University, and the conduct of regional nursing programs in the state. It will also continue to foster ties to local and national governmental and industrial organizations.

The University will continue to promote high quality and cost-effective health care in Oregon by providing opportunities for Oregon citizens to enter health professions, supplying the professionals needed by other health care institutions within the state, providing continuing education to health care practitioners, providing both primary and unique clinical care to Oregon's citizens, and sensitizing students to the ethical and economic issues of contemporary health care.

Eastern Oregon State College

Assigned Mission

Eastern Oregon State College's mission is to serve the educational, social, cultural, and economic needs of the ten eastern-most counties of Oregon through high quality programs of instruction, research, and service.

Current Instructional, Research, and Service Programs

* The College offers a carefully selected set of undergraduate programs designed to serve its mission and provide essential balance in its curriculum. Programs include a core of liberal arts that support general education needs of the students, baccalaureate options, interdisciplinary degrees, and teacher education specializations and endorsements; a few carefully selected professional programs designed to meet the specific needs of the eastern Oregon region; and selected two-year programs to serve the people of the counties not served by a community college.

* Eastern provides support for other State System colleges and universities as they offer their programs to the eastern region of Oregon. Programs include several agriculture degrees in cooperation with Oregon State University and a baccalaureate degree in Nursing in cooperation with the Oregon Health Sciences University.

* The College's Regional Programs provide eastern Oregon with many traditional and nontraditional instructional delivery systems utilizing the resources available within the College, the region, the State System, and other external bodies. This involves a network of regional centers; collaboration with other postsecondary institutions including Blue Mountain Community College in Pendleton and Treasure Valley Community College in Ontario; and a brokerage role within the region including a broad range of institutions and agencies.

* The Regional Services Institute at Eastern Oregon State College supports community and economic development activities in eastern Oregon and the State by making the resources of the College and the State System of Higher Education available to support a wide variety of projects, programs, and community activities. Faculty, students, and staff work through the Institute with east Oregonians as clients, co-investigators, and/or advisors to address locally identified problems.

* As a rurally based regional college, Eastern has a primary responsibility to serve students in four broad categories: students from rural communities, first-generation college students, students who do not have access to community colleges, and place- and time-bound adult learners.

Future of the Institution

Eastern Oregon State College will continue to provide high quality instructional, research, and service programs needed by eastern Oregonians.

The institution will particularly continue to serve as a broker for programs needed by eastern Oregonians by tapping the resources available throughout State System institutions.

A major effort will be made during the planning period to strengthen the graduate teacher preparation program in the region by developing new, cooperative programs with State System institutions. The College will continue to emphasize the preparation of teachers for rural school districts in its teacher education programs.

Southern Oregon State College

Assigned Mission

Southern Oregon State College provides high quality education in the liberal arts and selected professional programs at the baccalaureate and master's levels as well

as high quality programs of research and service. Its programs serve the particular educational, cultural, and economic needs of the southern region of Oregon.

Current Instructional, Research, and Service Programs

* Southern Oregon State College provides a full range of undergraduate programs in the liberal arts and sciences as well as selected professional fields through its nine schools: Business, Computer Information Systems, Education and Psychology, Fine and Performing Arts, Health and Physical Education, Humanities, Nursing, Science/Mathematics, and Social Science.

* The strong undergraduate liberal arts and sciences program, with an emphasis on the fine and performing arts, are the foundation for instruction at the College.

* An equal strength of the College is undergraduate study in the professional fields of business administration, criminology, health and physical education, nursing, and teacher education.

* Master's degree programs are offered in the professional fields of teacher education and business administration and, through the general studies and interdisciplinary degree programs, in the liberal arts and sciences. In cooperation with Oregon Health Sciences University, the College offers a nursing master's degree program to the region.

* Southern's Regional Services Institute serves as a provider or broker for a wide range of research and professional services to private industry and governmental agencies: consulting, business seminars and training programs, technical assistance, applied and basic research, and information services. All are designed to help apply the knowledge and skills of the college community to the solution of problems within the region.

* Through its active continuing education program, Southern Oregon State College extends its instructional programs throughout the seven-county region.

Future of the Institution

Southern Oregon State College will continue to emphasize strong undergraduate programs in the liberal arts, sciences, and professions, including the fine and performing arts and the laboratory sciences. A second emphasis will be upon graduate education at the master's level. Excellent teaching will remain Southern's highest priority. At the same time, faculty and student research will be an essential activity supporting the teaching mission as well as serving the economic, social, and cultural needs of southwestern Oregon.

The College will draw together and strengthen the diverse activities currently offered in its Shakespearean studies program, building upon the unique resources available through the Margery Bailey Collection on campus and through the Oregon Shakespearean Festival in Ashland.

The College will continue its programs of service to the southern region of the state through an expanded Regional Service Institute and will develop related instructional and research programs within the curriculum of the College.

Southern will strengthen its baccalaureate programs in nursing by providing both a generic curriculum for students new to nursing and a completion curriculum for associate degree RN students. The College will also continue the development of the cooperative master's program in Medford.

Western Oregon State College

Assigned Mission

Western Oregon State College's mission is to provide high-quality programs in teacher education, special education, business, and liberal arts and sciences. Western serves the educational needs of

Oregon citizens, especially in the Greater Salem-Keizer metropolitan area and the Willamette Valley.

Current Instructional, Research, and Service Programs

* Western Oregon State College offers a wide range of undergraduate degrees in teacher education, special education, liberal arts and sciences, and business. The College also provides strong programs in key public service fields such as law enforcement, corrections, and fire services. The College offers preprofessional programs in 22 different areas of study.

* The merged Oregon State University/Western Oregon State College School of Education has been recognized nationally for curriculum innovation and the warranty program for its graduates. The merged college offers master's degrees in education and the opportunity to pursue doctoral study in selected fields in education.

* Master's degrees are also offered in correctional administration and clinical child and youth work.

* Western participates in many cooperative instructional programs, offering cooperative teacher training programs with five other colleges within the state.

* The College operates a regional resource center on deafness and an education evaluation center that provides testing and diagnostic services to public school children with learning disabilities for the entire state.

* The College provides numerous services to schools, governmental agencies and private enterprise through research, continuing education, and outreach programs, particularly to state agencies located in Salem and to local government agencies statewide.

* Western emphasizes individualized attention to its students. The College is particularly committed to the adult learners and nontraditional students who return to college for advancement, career changes, diversification, completion of degrees, enrichment, and/or personal growth.

Future of the Institution

Western Oregon State College will continue to provide high quality instructional, research, and public service programs serving the state with emphasis on the mid-Willamette Valley.

The College will continue to develop and strengthen its liberal arts, sciences, and business programs.

Western will continue to offer its teacher education through the merged OSU/WOSC School of Education, a process started in 1983. The College will continue to develop cooperative teacher training programs with schools, colleges, and universities throughout the state. The College will also develop new strengths in its curriculum in assessment programs for student learning, teacher evaluation, and training of teachers for nonschool settings.

New efforts during the planning period will be made to explore the needs for professional and continuing education needs of state and local government employees in and around the Salem-Keizer metropolitan area.

The College will continue to reach out to the adult learner and nontraditional student, emphasizing its comprehensive approach to educating the whole person.

Oregon Institute of Technology

Assigned Mission

Oregon Institute of Technology's mission is to provide unique undergraduate instruction in engineering, health and business technologies, applied sciences, and liberal arts that will enable students to obtain the high level of technical skills required for immediate employment in Oregon and national industry.

Current Instructional, Research, and Service Programs

* Associate and/or baccalaureate degrees are offered in the professional fields of electronic, civil, computer systems, software, manufacturing, and mechanical engineering technologies; surveying; diesel power technology; laser electro-optics technology; medical technology; medical radiologic technology; dental hygiene; nursing; accounting technology; office systems technology; industrial management, and a college transfer program.

* Through an OIT-Portland program established in 1983, baccalaureate degrees are offered in the professional fields of civil engineering technology, electronics engineering technology, computer systems engineering technology, and industrial management. This upper-division program is offered cooperatively with Portland State University and the area community colleges, with students obtaining general education courses from Portland State University and upper-division technical courses from OIT-Portland.

* Oregon Institute of Technology's liberal/arts and sciences programs meet the general education needs of its students, with a full transfer program offered.

* In the belief that practical application provides job-ready graduates, Oregon Institute of Technology instructional programs emphasize laboratory and field work. Faculty maintain close liaison with industry in order to provide students with state-of-the-art instruction that facilitates the students' transition into the world of work. Oregon Institute of Technology also assists students in finding employment in fields related to their technical preparation.

* Because technology is constantly changing, faculty are encouraged to engage in work experience, research, and scholarship that keeps them current in their fields of expertise.

* Oregon Institute of Technology makes its facilities and instructional resources available to the citizens of the immediate area. It provides a variety of public service programs including consulting, informational and student project services to small businesses, entrepreneurs, and regional industries, and the campus is used as a social, educational, and cultural center for the south central part of the state.

Future of the Institution

As enrollment in Oregon Institute of Technology's programs continue to grow in Portland, Oregon Institute of Technology will offer additional baccalaureate degrees and consider establishing a satellite campus in Portland as the need arises. Any Oregon Institute of Technology program in Portland will be operated in cooperation with local community colleges and Portland State University to make best use of resources already available in the Portland metropolitan area.

Building on significant gifts in the past two years from business and industry, Oregon Institute of Technology will continue to strengthen its instructional programs through efforts to fully computerize the campus, emphasizing revising curriculum to adjust to new uses of computers and telecommunications.

As the state's only polytechnic college, Oregon Institute of Technology will continue to develop new degree programs to meet the needs of emerging industries in such fields as micro-electronics, biotechnology, robotics, and aerospace.

Oregon Institute of Technology will continue to provide regional educational services and further expand its activities in international programs, particularly in the Pacific Basin.

Chapter 2

AN ASSESSMENT OF THE STATE SYSTEM

OVERVIEW OF STATE SYSTEM

Students. Nearly 60,000 students are enrolled in State System institutions with a three-term fulltime equivalent enrollment of 47,700. This enrollment is made up of a variety of groups: first-time freshmen students who enter from Oregon high schools (10 percent of total enrollment); freshmen who enter from high schools outside the state (3 percent); all other undergraduates (72 percent); graduate students (13 percent); and students who enroll in courses but are not enrolled in a particular academic program (2 percent).

A substantial number of additional students are served through summer session and continuing education programs at each of the system's colleges and universities. In 1985, 22,220 students were served through summer session programs and an estimated 80,000 were served through continuing education credit and noncredit programs.

More than 80 percent of State System students are from Oregon with the largest proportions from the Portland area, and from Lane, Benton, Jackson, and Marion counties. Of the more than 10,000 out-of-state students enrolled, nearly one-fourth are from California and almost 15 percent are from Washington.

Students enter State System institutions well prepared, as measured by high school grade point averages and scores on the Scholastic Aptitude Tests. The average high school grade point average of entering freshmen in 1985 was 3.13 and the combined SAT scores for all system institutions was 939. SAT scores for the 1985 freshman class were higher than any incoming class since 1977. SAT scores for freshmen are higher than the western regional and national averages of college-bound high school seniors. Beginning fall 1985, entering freshmen will have completed a comprehensive set of high school courses that should result in better college performance and higher student retention rates.

Enrollments at system institutions are composed of 48 percent women and 52 percent men at both the undergraduate and graduate levels. Minorities make up 8.5 percent of the undergraduate students and 5.4 percent of the graduate-level students. One-fourth of the system's undergraduates are 25 years of age or older.

Systemwide, 82 percent of undergraduate students attend on a fulltime basis although part-time enrollments have been growing rapidly since the 1970s. Current part-time enrollments vary considerably among the institutions, ranging from 5 to 40 percent.

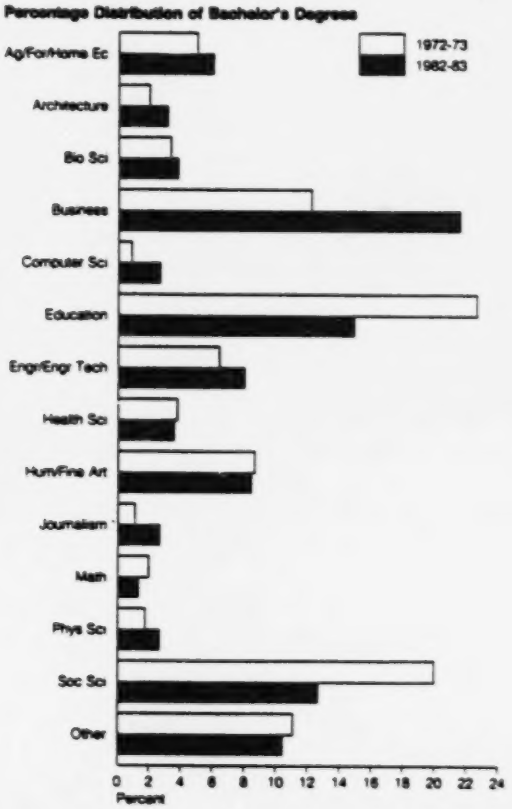
Extension Service Students and Programs. Extension Service educational programs touch the families and professional lives of over one million Oregonians annually. Current program emphases include forestry, family living, energy, agriculture, fisheries, and marine and Columbia River resources. These programs are facilitated by 22,000 volunteers who assist 230 extension faculty. Included among extension students are 40,000 4-H club members assisted by 9,000 volunteer leaders. These extension programs are community-based and are directly linked to research programs of State System colleges and universities.

Degree Programs. Some 12,000 degrees are granted by State System institutions each year: 450 associate degrees, 8,600 bachelors degrees, 2,200 master's degrees, and 750 doctoral degrees (including medical degrees). Three-quarters of the degrees granted are at the undergraduate level.

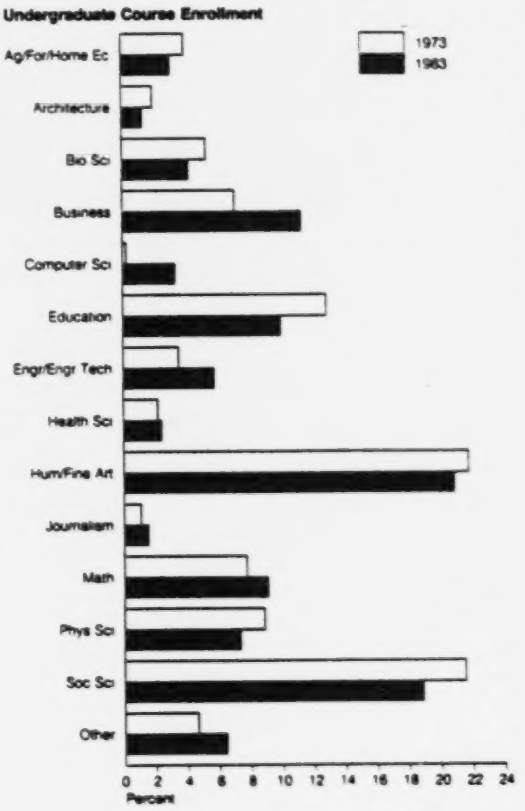
Degree programs are available in 41 liberal arts disciplines at the system's colleges and universities; 13 of these discipline areas are available at only one institution and 4 more discipline areas are available at only two institutions.

Degree programs are available in 33 technical and professional fields; 15 of these programs are available at only one institution and 10 more programs are available at only two institutions.

Changing student interests and employment opportunities have significantly affected students' choice of majors in the past decade. In 1972-73, only 12 percent of students graduating with a baccalaureate degree majored in business; by 1982-83, this percentage had risen to over 21 percent. During the same period of time, degrees in education fell from a high of 23 percent of graduates to 15 percent, and social science degrees fell from 20 percent to 12 percent. Other fields that more than doubled their number of majors during this period included computer science, architecture, and journalism.



While demand for majors in the professional areas have increased dramatically since the 1970s, the need for a broad-based liberal arts curriculum has not diminished. The heaviest course enrollments for both majors and nonadmitted-majors alike are still in the humanities, fine arts, social sciences, and physical sciences.



Numerous State System programs have been identified as "high demand" programs. These are programs for which there are larger numbers of qualified applicants than available slots. In 1983, 30 undergraduate programs were identified as high demand; these included programs in architecture, business, computer science, journalism, health fields, and engineering. In the same year, 75 graduate programs were identified as high demand; these included programs in architecture, engineering, liberal arts, journalism, business, law, agricultural sciences, forestry, and many of the health fields. At the graduate level, two-thirds

of the programs identified as "high demand" have been in high demand since at least 1975.

Top-Quality Programs. The system's programs receive high rankings when compared to programs at colleges and universities throughout the United States in numerous fields. For example:

- At the University of Oregon the architecture school ranks in the top five among public schools of architecture; business programs in accounting and management rank in the top 15; the college of education ranks in the top 10 among all colleges of education; the journalism school ranks in the top 6; music education and music performance programs rank in the top 20; physical education and human movement ranks in the top 5; cellular and molecular biology ranks in the top 13. On the whole, the University of Oregon is ranked among the leading 25 public universities.

- Oregon State University ranks 12th among all Land Grant Universities in federal research and development contracts. Oregon State University's forestry program ranks as the best in the nation. Programs in biochemistry, botany, entomology, environmental health sciences, engineering, and zoology rank in the top one-third for quality of faculty and program effectiveness.

- Portland State University's graduate program in Urban Studies is ranked among the top 10 in the country; the Environmental Sciences and Resources Doctoral Program is nationally recognized for its unique interdisciplinary content and research; the Speech Pathology and Audiology Program (the only accredited program in the state in this field) has been given the highest ranking by the American Speech-Language and Hearing Association. The Regional Research Institute for Human Services, which serves as the research arm of the Graduate School of Social Work, is the only survivor of the original 10 Institutes developed nationally with federal support; the Institute has received awards of more than $9 million, achieving a national reputation for significant research and policy analysis.

- At the Health Sciences University, the nursing program is rated in the highest category for graduate nursing programs based on quality of faculty, research productivity, and educational offerings.

- The OSU/WOSC Merged School of Education received two national awards from the Association of State Colleges and Universities in 1985 for the school's Quality Assurance Program.

Faculty Awards and Recognition. The State System's current 5,000 faculty members have received numerous awards and recognition for their scholarly achievements. For example:

- 37 State System faculty have received awards from the Danforth Foundation

- 42 have been awarded Guggenheim Fellows

- 12 have been inducted into the National Academy of Sciences

- 30 have received National Science Foundation Fellowships

- 36 have received Von Humboldt Fellowships

- 23 have received Sloan Research Fellowships

- 5 have received Presidential Young Investigator Awards

- 233 have been designated Fulbright Scholars from the Council for International Exchange of Scholars
- 70 have received National Endowment for the Humanities Fellowships
- 14 have received National Endowment for the Arts Fellowships
- 18 have received American Council of Learned Societies Fellowships.

Centers and Institutes. Some 90 centers and institutes covering a myriad of disciplines are operating in system institutions. These include centers for advanced biomedical research, humanities, optical sciences, governmental research and services, environmental research, volcanology, chemical physics, neuroscience, marine biology, aging, polymer sciences, international trade, high energy physics, and geothermal research.

The purpose of centers and institutes, under Board policy adopted in 1977, is to further institutional missions "through the fostering of interdisciplinary activities in pursuit of basic and applied research and instruction, the attracting of nonstate funding, the motivation of faculty, the creation of flexibility in shifting resources to new and different constituencies as the need is apparent, and the strengthening of academic departments."

Institutions/ Agencies	No. of Centers/ Institutes
University of Oregon	34
Oregon State University	17
Portland State University	18
Oregon Health Sciences University	7
Eastern Oregon State College	3
Southern Oregon State College	1
Western Oregon State College	4
Oregon Institute of Technology	1
Teaching Research Division	2

Research Grants and Contracts. A very significant activity at State System colleges and universities is scholarship and research. Our institutions annually attract over $115 million in research grants and contracts to the state, which makes university research activity one of Oregon's larger industries. Oregon ranks in the top ten states in research dollars per faculty member or research dollars per student. Almost two-thirds of the research dollars coming into the state are in the science and engineering areas. As of 1984, Oregon State University ranked 47th among the top 100 universities and colleges receiving the largest amounts of federal dollars, and ranked 12th among all land-grant institutions receiving the largest amounts. Total Oregon State University research grants and contracts exceeded $70 million for 1985. The faculty of the School of Medicine at the Health Sciences University rank in the top 20 percent nationally in terms of grant productivity per faculty member. Grants and contract-supported research at the University of Oregon has doubled since 1980. This growth should continue with the expected investment of more than $40 million of state and federal dollars in advanced research facilities.

MAJOR NEEDS DURING THE PLANNING PERIOD

To maintain and strengthen the many excellent instructional, research, and service programs ongoing at all of our colleges and universities, institutions have numerous needs that must be addressed during the next six years if the system is to maintain its high quality programs and services and strengthen areas which currently are deficient. These needs generally fall into the following six areas:

1. Attracting and retaining high quality faculty with competitive salaries and adequate support.
2. Providing adequate equipment, libraries, facilities, and support services for instructional and research use.

3. Providing an enhanced general education curriculum for all undergraduates.

4. Providing the graduate and professional programs that are needed to serve the State of Oregon during the next decade.

5. Increasing support for faculty research, scholarship, and creative activity at all institutions.

6. Ensuring that qualified and motivated Oregonians have access to needed programs and services.

Recommendations for actions which can be taken to meet these needs during the planning period are addressed in subsequent chapters.

Chapter 3

STRATEGIC PLANNING AND ASSUMPTIONS ABOUT THE PLANNING PERIOD, 1987-1993

STRATEGIC PLANNING

A strategic plan considers the educational needs of the state during a particular period of time, and then describes the actions necessary to meet those needs within the limit of resources that are likely to be available. The purpose of the strategic plan is to set forth the direction for the State System of Higher Education for the planning period 1987-1993 and to communicate this information to all Oregonians.

Predicting the future requires looking at the best available data about a wide range of factors which affect higher education: for example, the number and type of students expected to be served, anticipated economic conditions of the state, changes in the workforce that may affect needs for continuing education, and new areas of knowledge that may affect needs for revisions in current programs.

Predicting the future also requires projections of resources likely to be available during the planning period; for example, what type and number of faculty there will be to carry out the system's instructional, research, and service functions; what facilities and equipment will be available to support instructional and research programs; and what level of funding support will be available to develop new programs and services that may be needed.

The environment of higher education is often an uncertain and changing one. There will be unexpected circumstances which affect our programs and services. To be truly useful, a strategic planning process must be a flexible process that can be continuously altered to accommodate the changing environment.

RELATIONSHIP OF STRATEGIC PLAN TO INSTITUTIONAL PLANS AND BUDGETING

The State System of Higher Education's Strategic Plan broadly defines the planning context and describes major systemwide planning guidelines. Each institution is responsible for developing its own operational plan that describes specific campus-based changes expected in its programs and services.

The planning processes at the system and institution level are fully complementary. Institution plans with their greater degree of specificity fit into the overall guidelines established by the Board of Higher Education in the Strategic Plan. Budgeting which occurs within the system, both through allocation of funds at the institution level and through funding of special improvements from the legislature, supports the major directions that are outlined in the Strategic Plan.

PLANNING TRENDS AND ASSUMPTIONS

Planning takes into consideration the current conditions influencing higher education as well as the conditions that are expected to influence higher education during the next six years. These are based on current data projected into the future and on assumptions about future conditions. The picture which develops about the next six years determines, to a large extent, the issues to be addressed in the plan. The following trends and assumptions will affect higher education programs and services in the next six years.

Economy

* The outlook for Oregon's economy over the planning period is for continued growth at a modest rate. Oregon is slowly recovering from the recession which began in the late 1970s. Total employment will exceed the 1979 peak in about 1989. Manufacturing jobs will continue to be below their 1979 high, but nonmanufacturing jobs will continue modest growth. Service-related employment, as one example, will have increased 22 percent between 1979 and 1989.

* The state's economy is in the midst of a transformation, with restructuring occurring in both the timber and agriculture industries. This restructuring is expected to result in Oregon industries' becoming more competitive by the 1990's.

* During the worst of Oregon's recession, changes occurred in the makeup of Oregon's workforce, and further changes are expected in the composition of the state's workforce. Anticipated is an increasing replacement of union workers with nonunion; union workers and high-wage workers with low-wage workers. These alterations in the composition of the state's workforce forecast a continuation of the kind of "change" that has typified Oregon's economy through the past decade.

* A strong economy is necessary to provide the resources to support quality education programs and other required public services. At the same time, an investment in higher education is closely linked to a healthy economy. Over 60 percent of Oregon's employment is in small business. These firms as well as many of Oregon's major industries -- agriculture, lumber and wood products, tourism, electronics and other manufacturing -- will continue to be dependent upon a strong educational system. Higher education's preparation of an educated workforce, contributions to research and development, and public service through technical assistance will be vital to the recovery of these sectors of Oregon's economy.

* Oregon's infrastructure will require significant resources from state and county governments during the planning period. Community and urban planning will be an increasingly important activity. Roads, bridges, sewers and water treatment systems will have to be repaired or replaced and state and local governments will increasingly face pressure to find the resources to provide law enforcement, jails, and mental health care. Higher education's civil and transportation engineering programs will have a significant role in addressing Oregon's decaying infrastructure. Higher education's legal, mental health, social work, and other professional programs will continue to provide resources needed to provide services to citizens in these areas as well.

* Because of its coastal location, Oregon's ties in the Pacific Basin will increase during the planning period. Higher education will be called upon to play a major role in the training of professionals in skills and knowledge needed to foster growing relationships in international business, in addition to conducting research and providing technical assistance to Oregon businesses in this arena.

* Because of the recent recession in the wood products industry, 18-19 of Oregon's 36 counties have been particularly depressed economically. Oregon faces the danger of developing a "West Coast Appalachia" in portions of the state, in which local economies lag so far behind other portions of the state that the citizens lose their ability to better their lives and the lives of their children, particularly through educational opportunities. Higher education's research and services in agriculture, forestry, health care, the professions, and cooperative education will be vital for the renewal of these counties' economic vitality.

* Many states have instituted major research and development programs designed to reduce states' dependence upon a single (or limited number of) industries and develop a more balanced economic base. Many of the states that have had recent successes in economic development are those that made significant investments in research and manpower development. Oregon will have to develop an aggressive economic development plan to remain competitive with other states seeking to expand their economic bases.

* Population changes are difficult to predict. They are affected not only by births and deaths but by migration into and out of the state. During the next six years Oregon's total population should continue to grow. The number of births should exceed the number of deaths and recent migration out of Oregon resulting from the state's economic depression reversed itself by the mid-1980s. Migration into Oregon should bolster long-term population growth in the state as the economy gradually improves.

* Population demographics indicate that by the end of the decade the Portland metropolitan area, which currently houses 42 percent of the state's population,will continue to grow faster than the rest of the state. Population growth will also occur in other regions of the state with major impact on many local communities. Oregon's population increased by 15,800 from 1984 to 1985 (2,660,000 to 2,675,800). The three-county area of Portland (Clackamas, Multnomah, and Washington) grew by 9,200 (1,068,800 to 1,078,000). Josephine and Jackson counties in the Rogue Valley increased population by 4,000 from 1984 to 1985 (195,400 to 199,400). This growth is particularly significant for the Rogue Valley, which at present contains just 7 percent of the state's population yet accounted for 25 percent of last year's growth. The patterns of population growth and loss within the state will affect the development of the state's economy and needs for educational services, focusing even greater attention upon resource sharing and nontraditional methods of delivering higher education.

* A modern, state of the art health care system in Oregon will be essential to meet the needs of all Oregonians and for economic development. Higher education will continue to have a significant responsibility for training skilled health care professionals, providing continuing education, and conducting biomedical research.

* Population demographics indicate that Oregon experienced the fastest elderly population growth in the U.S. between 1980 and 1984 (1.4 percent growth or an increase of 41,000 elderly people for a 1984 total of 334,000). Higher education will have a growing role in training specialists in leisure and gerontology, physicians, pharmacists, dentists, nurses, dieticians, nutritionists, social workers, and other professionals needed to provide quality care for the elderly at affordable costs.

Students

* Enrollment in the State System reached a peak in 1980. During the decade of the 1960's, headcount enrollments increased from 22,222 to 55,314 fulltime students, an increase of 119 percent. During the decade of the 1970s enrollment growth slowed considerably, increasing by 19 percent, from 55,314 to 65,864 fulltime students. Between 1980 and 1982 enrollments declined in response to higher tuition levels, legislative reductions in higher education budgets and mandated program cuts, a decline in the number of high school graduates, and the depressed condition of the Oregon economy. In 1983, the rate of decline moderated and by 1985, enrollments began to increase. Enrollments are expected to increase at system institutions through the end of the decade despite nationwide

predictions of declining enrollments. Stabilized tuition policies and improved recruitment and retention efforts will result in increasing enrollments. Total headcount is expected to approach 65,000 by 1989-90, rivaling the 1980-81 peak enrollment of 65,864.

* State System institutions overall will draw from a smaller pool of traditional-age students during the planning period because the pool of recent high school graduates has been declining since 1970-71 and is expected to continue to decline until the early 1990s. A brief upturn in high school graduates is expected during 1986 to 1989 followed by a downturn until 1992. High school graduates are expected to increase after 1992, with sharp increases beginning in 1997 and continuing throughout the turn of the century as the babyboomers' children reach college age. Individual system institutions will be affected differently by the ebbs and flows of student population.

* The anticipated decline in the number of traditional age students attending OSSHE institutions is expected to be moderated by the recently stepped up recruitment campaign designed to attract more of Oregon's college-bound pool, improved quality of academic programs and services, improved retention rates resulting from higher education standards implemented in fall 1985 and recently developed institution retention programs, and efforts to hold the line on tuition costs.

* Students entering State System institutions directly from high school will be somewhat better prepared academically because of the new subject-based entrance requirements.

* There will continue to be some educationally-disadvantaged students admitted to our institutions who will need special academic skill development.

* The female/male proportion of student enrollments (currently 48/52 percent females/males at both the undergraduate and graduate levels) is not expected to change significantly during the planning period. Large increases of female students, particularly nontraditional students, during the 1970's have levelled off and are expected to remain at current levels through the planning period unless new programs are designed to provide easier access to females (particularly working, single parents) to educational programs and services. Enrollments of women has affected, and will continue to affect, enrollment patterns in academic programs. More women nationally are entering such fields as law, journalism, business, and the sciences. The trend in Oregon is likely to be similar.

* The proportion of minorities (currently 8.5 percent at the undergraduate and 5.4 percent at the graduate level) is expected to decline unless significant new efforts and programs at all levels of education, and with community support, are designed to recruit and retain underrepresented Alaskan/Native American, Hispanic, and Black students.

* About the same percentage of undergraduate students 25 and older (currently 25 percent of total undergraduate enrollments) is expected to attend during the planning period. If access to programs and services is improved during the planning period, more nontraditional students (older, part-time, post-baccalaureates, 2nd and 3rd career people) are expected to attend. If such measures are not taken, expressions of discontent from students with different attitudes and needs can be anticipated.

* Increasing numbers of students are expected to be attending college on a part-time basis and stopping out more frequently during their college programs. Systemwide, 18 percent of undergraduate students currently attend

on a part-time basis (fewer than 12 credit hours per term), although the rates vary considerably among the institutions, ranging from 5 to 40 percent. The average number of years students will take to earn a baccalaureate degree is expected to increase, with 6-7 years becoming commonplace. This "stopping out" phenomenon will lead to problems in degree completion and continuity.

* Interinstitutional transfer agreements and other cooperative programs between State System institutions and community colleges will make it easier for qualified community college students to continue their educations at State System institutions.

* The percentage of Oregon students leaving the state to attend college is expected to remain about the same. Approximately 18 percent of Oregon's college-bound high school graduates attend an out-of-state institution. Recent efforts to better publicize opportunities at Oregon institutions may reduce the portion leaving the state.

* Recent national studies have shown that as many as one-third of fulltime entering freshmen in four-year public institutions do not return as sophomores. As concerns about attrition from college programs increase, State System institutions will place more attention on retention of students during the planning period. National studies have identified the top five characteristics that are linked to improving retention: caring attitude on the part of faculty and staff; high quality teaching; adequate financial aid; student involvement on campus; and high quality advising. Institutions will work to strengthen efforts in all these areas.

Curriculum

* Current programs will be reviewed, redesigned, and updated in response to new knowledge and the economic needs of Oregon, the nation, and the world. New programs will be added to address the changing needs of the public and employers, especially in the professions. Likely program development areas are the sciences, emerging technologies, and international business. There will be increasing recognition of the relationship of the liberal arts to developing technical fields.

* An increasing crossing-over of disciplines is expected to alter the delivery of preparation in disciplines in the planning period. For example, more multidisciplinary programs and degrees will be needed, and there will be an increasing number of interinstitutional programs.

* General education requirements, particularly in the liberal arts, will need to be strengthened to reflect the increasing awareness of the importance of these courses by students, the public, and employers. New instructional materials, travel funds for faculty development, and curricular revision to strengthen liberal arts disciplines will be needed to improve the general education programs at every institution.

* Intensive, long-range planning will become more important as institutions seek to identify programs for consolidation. Some programs will be discontinued during the planning period because they no longer meet current needs.

* Additional jointly operated programs, special institutes, and centers of excellence are expected to be established to join resources from multiple campuses to serve the entire state during the planning period. These should be aided by the advent of telecommunications assistance and interinstitutional cooperative planning efforts.

* As many industries have become more specialized, they have developed their own training programs to prepare people

for their specific needs. Because of the rising cost of corporate training, however, many industries will continue to rely on higher education to prepare people to enter their professions "ready to practice." Higher education programs will be caught in the dilemma of being asked to specialize many of its professional training programs toward particular industry needs, while other professional programs will be asked to train more generalists on the assumption that related industries will train people to their specific employment needs.

Research

* Federal research money will decline and competition will increase for foundation and corporate dollars. Oregon institutions, above the national average in attracting research dollars, will need to become more competitive just to stay even. With grant programs increasingly requiring matching funds, some states are providing funds to help their colleges and universities meet these requirements. Oregon institutions may not be able to compete without assistance from such a state "partnership" program.

* Many states have established state "investment in research" programs as a way of making their institutions more competitive. These programs will begin "paying off" soon, increasing competition for Oregon. It will be increasingly essential to provide state funds for research, especially to facilitate the development and testing of research ideas and the acquisition of preliminary data for putting together competitive research applications.

* Grant funds available for research are expected to focus increasingly on specific interests of governments, foundations, and corporations. Funding is expected to be more widely available for applied than basic research. While funding for faculty research in liberal arts fields is expected to be less available generally, with resultant morale problems, increased funding is expected to be available in areas that are perceived as vital to the nation's economic development; for example, the sciences, health, Asian/Pacific Studies, and international business.

* To be competitive nationally in new areas of research and scholarship and to get the most benefit from available resources, higher education institutions will need to develop special programs or "centers of excellence." Oregon institutions will need to carefully plan their areas of expertise in order to select centers that will enhance Oregon's economy and quality of life.

Libraries

* The eight libraries of the State System will continue to be a vital intellectual, cultural, and information resource for the institutions they serve and for the State as a whole. Strong libraries are essential for the development of vitually all instructional and research programs. Better access to libraries by both faculty and students, and by others throughout the state, will be a necessity during the planning period. The state must provide funds to automate those functions that will substantially lead to more effective and efficient use of libraries, and substantially enlarge the collections at the institutions which will support research and scholarly activities.

Costs

* Costs are expected to increase for the provision of services and programs in the planning period. Because faculty salaries, building and equipment maintenance, supplies and services, support staff costs, travel allotments, and other costs have been well below the national average for the

past several years, costs will rise somewhat more rapidly during the planning period as the state continues to restore Oregon institutions to more competitive funding levels.

* The affordability of education will continue to be at issue, with students increasingly unable to pay the costs of attending. It will be unlikely that tuition rates can be frozen throughout the planning period, student federal financial aid is expected to diminish, the state will be unable to fill in the gaps left by diminishing federal funds, and self-help will be inadequate. The attendance pattern of students will be directly affected.

* Faced with rising costs in many fields (particularly high technology), higher education institutions will have to rely more on industry to provide technical and financial resources to assist in providing top quality graduate and professional programs. Such funding will simultaneously increase disparities with programs that do not secure outside assistance.

Faculty

* Redefinition of curriculum, including crossing over of disciplines, changing content of existing disciplines, and reevaluation of availability of various disciplines at each institution will affect faculty preparation and development needs. Faculty will benefit from interchanges with faculty in their own and related disciplines, and faculty development programs will become increasingly more important to maintaining quality instruction and research.

* Oregon institutions have lost some "star quality" faculty in the last ten years to other states. This "brain drain" is expected to continue unless faculty salaries and support of higher education more generally is made more competitive.

* The proportion of faculty aged 55 and older has increased significantly over the past five years. This proportion is expected to increase during the planning period with high retirement rates resulting in needs for "replacement" faculty.

* Increasing national awareness of the relationship between a quality higher education system and economic development will cause states to raise salaries to attract and retain the best faculty. Oregon should strive to place in the top one-third of peer group comparators for faculty salaries to remain in a competitive position.

* The availability of other faculty support, particularly start-up research funds, will become increasingly important to college and university faculty employment programs nationally as the pool of talented faculty shrinks dramatically in the coming decade. Top faculty will receive support for research (adequate space, lab equipment, research assistants, travel and other professional development support) as part of their employment benefits. Despite Oregon institutions' excellent record at attracting outside support for research dollars, we will not be able to compete nationally for excellent faculty without the addition of research support funds.

* As faculty positions open up due to turnover and increasing retirements, institutional faculties will be urged to increase the number of minorities and women in their departments. Oregon will be able to strengthen its commitment to diversify faculties by offering competitive salaries and faculty support programs.

* As calls for faculty evaluation increase, post-tenure reviews will become more important. Institutions will move to implement professional development activities as funds become available.

* Morale among humanities and social science faculty has declined in response to decreasing numbers of majors combined with resource limitations and lagging salaries. Regeneration of quality in our liberal arts core will be one of our top priorities for the planning period, with major steps needed to strengthen faculty in the liberal arts disciplines.

Equipment and Facilities

* Obsolete equipment will continue to challenge our abilities to provide quality instructional and research programs. Institutions will have to step up their equipment replacement schedules in order to maintain adequate quality of programs. Limited state resources for this purpose may force institutions to seek more of their equipment and funds from the private sector.

* Maintenance and improvements in our current institutional physical plants will be needed during the planning period to meet needs for space, safety, security, and access for the disabled, etc. Some new facilities will be needed to accommodate increasing needs for instructional, library, and research space for students and faculty.

New Technologies

* Higher education's needs for computers and other technologies will continue to grow during the planning period as expanded use of these technologies is made in instruction, research, and administrative management of institutions. New uses for technology, particularly related to improved communications and delivery of services (for example, instructional television via microwave) should be made during the planning period.

Enriching the Campus Environment

* Institutions will increasingly strive to build diverse student bodies and faculties. Attracting foreign students as well as faculty with foreign experiences will assist institutions to build a desirable multicultural learning community, which will benefit students, faculty, and staff as well as local communities.

* Increasing national attention will be placed during the planning period on the "wellness" of populations, including students, faculty, and staff. Programs of health education will grow in importance, reflecting needs for expanded services in substance abuse, suicide prevention, stress management, nutrition, and preventive medicine. Campus safety will continue to be a major concern as campuses share society's growing problems with crime prevention.

* Recreational sports, affecting as many as 80 percent of students at most system campuses, will provide important opportunities for students to enhance self-directed voluntary participation. In intramural sports, students will have opportunities for structured competition; in club sports and interest groups, students will have opportunities for social interaction, instruction, and skill development; and in instructional sports, students will enhance their knowledge and develop skills for satisfactory participation in sports.

* Intercollegiate athletics, long an important component of college life, will continue to provide an economic as well as educational and social benefit to campuses during the planning period. Participation in athletics will enable student-athletes to develop their individual potential. The continuing well-being of Oregon's athletic programs will also provide resources

for research in areas such as sports psychology, physiology of exercise, and athletic medicine. The athletic departments' events and activities will enrich and support campus, local, and state economies both directly and indirectly. Athletic programs will continue to provide the extension of opportunities found in the elementary and secondary education system throughout Oregon, serving as an important sequence to that foundation. Athletics will continue to offer unique opportunities to showcase equality of opportunity, offering affirmative experiences and access for excellence to males and females.

Resource-Sharing and Cooperative Arrangements

* As various regions of the state experience significant population increases, new models of cooperation will need to be developed whereby the best resources of all the institutions in Oregon can be directed toward meeting the educational needs of growing population areas.

* Cooperative arrangements developed in recent years between industries, communities, and colleges and universities around the nation will flourish as benefits from this collaboration are realized. There will be increasing pressure from governments, communities, industry, and higher education institutions to form new partnerships that serve to complement the efforts of these agencies and organizations.

* The development of new relationships will increase faculty and administrative time devoted to cooperative planning and joint projects. Where previously these activities may have been regarded as public service and not central to the mission of the institution, these activities will increasingly become a central part of the mission of the institution and receive a great deal of visibility within communities. Collaborative budgeting between agencies and organizations will become more common, and resource sharing expertise will need to be developed to ensure that collaboration flourishes.

Outreach and Delivery of Programs

* There will be increasing pressure to deliver programs and services around the state through formats easily accessible to part time and geographically distant learners, for example, more accessible evening, weekend, and summer programs. Increasing numbers of older, returning students will require programs that respond to their needs for flexible classroom hours. Business communities will require programs that allow employees to learn and acquire new technologies and methods at State System campuses in ways that are least disruptive to their production schedules. Institutions will have to work harder to serve these needs during the planning period.

* The traditional outreach delivery system -- having faculty drive to off-campus learning sites — is giving way nationally to an increasing use of telecommunications for such purposes, for example, instructional television networks. As students, communities, and faculties observe the expanded opportunities that telecommunications offer, there will be increasing pressure for Oregon institutions to offer educational programs via telecommunications. New pedagogical problems will then have to be addressed.

Chapter 4

MAJOR GOALS OF STATE SYSTEM DURING PLANNING PERIOD

Sixteen planning goals will guide the future development of the System's colleges and universities in the next six years. The System's colleges and universities should:

1. Provide strong general education requirements founded on a liberal arts core.

2. Take the initiative in anticipating the changing social, economic, and demographic environment in which they will operate.

3. Maintain their commitment to an environment that supports freedom of inquiry.

4. Maintain their commitment to programs and support services of the highest possible quality. This goal will require excellent faculty, advising services, equipment, libraries, and facilities critical for the support of quality programs.

5. Develop new academic programs that serve the interests of the State of Oregon.

6. Provide the diversity of academic programs and total educational environment that will enable qualified Oregon students to stay in Oregon for their higher educations.

7. Review ongoing programs on a systematic basis, preserving those that meet a continuing need and phasing out those that are no longer needed.

8. Recruit and retain highly talented students.

9. Provide expanded access to higher education programs and services for underrepresented populations such as ethnic minorities, low income, and disabled persons.

10. Strengthen international programs that will contribute to the state's developing international trade interests, particularly in the Pacific Basin.

11. Continue to conduct high quality scholarship and research programs that contribute to the advancement of knowledge.

12. Integrate the use of technology in all areas of instruction.

13. Design quality outreach programs, particularly making use of new telecommunications delivery systems.

14. Develop new ways to bring the unique talents of faculty and staff to the resolution of local and state issues and the improvement of Oregon's overall quality of life.

15. Enrich offerings through cooperative ventures between system institutions, elementary and secondary schools, community colleges, and independent institutions in Oregon and the region.

16. Strengthen ties with government, business, industry, and labor.

Chapter 5

EXCELLENCE IN HIGHER EDUCATION

A major goal of the State System during the planning period is to maintain our commitment to offering excellent programs and services to students and the wider community. Educational excellence does not come easily or cheaply. The educational enterprise is a complex system of interdependent parts, all of which contribute to the development and maintenance of quality programs and services.

Colleges and universities cannot maintain excellent programs without attracting and retaining high quality students and faculty; providing supervised and well-equipped laboratories; providing adequately maintained and safe buildings; providing support services such as advising to students; providing financial assistance to students who otherwise would not be able to gain access to higher education opportunities; providing up-to-date and accessible library collections; and providing opportunities for faculty and advanced-level students to participate in research, creative work, and field-related opportunities.

What are the indicators of excellence that our colleges and universities should look to in assessing the quality of their programs? The Board of Higher Education has adopted a list of standards that institutions should consider in examining the quality of their programs. An excellent program:

- attracts high quality students
- produces graduates who have contributed significantly to their fields or professions
- achieves consistently high student ratings on the quality of their instruction and advising services
- attracts and retains excellent faculty
- attracts significant research and development grants
- serves the wider needs of the community through public service
- serves the needs of other colleges and universities
- promotes joint research and development ventures between institutions and businesses, industries, government and cultural agencies
- possesses library, equipment, facilities, and other resources needed to complement the provision of services.

Numerous problems will affect the ability of our institutions to provide programs of instruction, research, and service of the highest quality during the planning period. These are reviewed briefly in the following background statements along with recommendations to guide institutions during the planning period.

LIBERAL ARTS AND SCIENCE CORE

Recommendation 1: Institutions will provide an enhanced liberal arts and sciences core with an emphasis on communications and analytical skills, logic, mathematics, science, social science, humanities, and foreign language.

Background: Significant attention nationwide is focusing on the importance of the liberal arts, especially general

education requirements that commonly comprise the freshman/sophomore sequence in colleges and universities. During the 1960s and 1970s, common general education requirements were replaced by a variety of courses from which students were free to choose. Foreign language and mathematics requirements were often dropped. What was left of general education was sometimes fragmented and superficial. Students inadequately prepared in high school and lower-division general education courses were then unprepared for work in a major field and dropped out of school.

The trend nationally is to move from a diverse number of largely uncoordinated liberal arts courses toward identification of a "core" of courses that when taken together represent faculty consensus of what baccalaureate students at an institution should cover in their general education curriculum. There is growing consensus that this liberal arts core should stress preparation in communications (writing, oral speech, listening, and critical reading), analytical skills (critical thinking and problem solving), logic, mathematics, sciences, social sciences, humanities, and foreign languages.

Recognizing this trend, State System institutions have committed considerable attention during the past five years to a re-evaluation of general education requirements. Several institutions now have revisions in their undergraduate requirements going into place designed to strengthen the liberal arts and science core.

Timeline: 1987-93

FOREIGN LANGUAGE

Recommendation 2: Students entering system institutions as freshmen in 1989 will be required to demonstrate competency in a foreign language equivalent to successful completion of one year of college language as a requirement for a baccalaureate degree. Students entering as freshmen in 1991 will be required to demonstrate competency in a foreign language equivalent to successful completion of two years of college language as a requirement for a baccalaureate degree.

Background: Colleges and universities are playing an increasingly important role in educating Oregonians for living in a multicultural society but the system's undergraduate education curriculum does not adequately reflect the importance of foreign language preparation for the baccalaureate-prepared individual. Foreign language preparation has value beyond the pragmatic aspect of communication in the modern world. The study of classical languages, particularly Latin and Ancient Greek, were the backbone of a liberal arts education in the western world for over two millenia. Foreign language study today enables students to learn about other cultures, to develop oral and written proficiency in another language that expands their ability to communicate in an increasingly global society, and to strengthen their English language skills.

Freshmen entering from Oregon high schools come to system institutions with considerably less foreign language than do their counterparts in most other states in the nation. Only 21 percent of new students entering system institutions take foreign language in their freshman year. Fewer than half of our baccalaureate recipients graduate with preparation in a foreign language equivalent to two years of college.

The new State System foreign language requirement could be met by preparation in high school foreign language courses, with the general understanding that two years of high school foreign language equates to one year of college preparation.

Because most students will have to take foreign language courses to meet this requirement, additional foreign language faculty will be needed. The Board will need to request additional funds to fully implement this recommendation.

Exceptions to the system policy on foreign language competence should be made for students at the two special purpose institutions, Oregon Institute of Technology and Oregon Health Sciences University.

Timeline: 1989-91

SEMINARS

Recommendation 3: Institutions will provide freshmen or sophomores an opportunity to study with other students and faculty in a small class or seminar.

Background: Numerous national studies indicate that attrition is particularly high among freshmen students, and that large lecture classes typical of the lower-division curriculum do not provide the kind of close interaction that beginning students need to ease the transition to college studies. State System colleges and universities have increasingly moved to larger class sizes in undergraduate programs in response to limited resources despite the research which finds that college retention is correlated with small class size and close interaction with faculty.

The University of Oregon has experienced considerable success in its Center for Humanities courses (instituted with grant funds) and with its Freshman Seminar Program. These programs offer students, on a voluntary basis, close interaction with other students and senior faculty in a seminar format. Because of limited resources available for special programs at the lower-division level, other system institutions have not been able to institute such programs.

Several system institutions offer Honors Programs designed to challenge and enrich the undergraduate programs of students of outstanding ability and high academic achievement. At Western Oregon State College, the Honors Program offers a distinctive interdisciplinary curriculum and intellectual community among students and faculty not available to students outside the program. Courses are designed to confront students with problems, concepts, and perspectives which transcend the confines of any single academic discipline. Oral, written, and thinking skills are developed and sharpened not in separate courses but in direct connection with content studies.

These types of special programs should be available for all the system's undergraduate students on a voluntary basis. Freshmen/sophomore seminars would ensure that all students have the opportunity to receive an adequate orientation to higher education and work closely with other students and a faculty member. Seminars could include a specific subject matter and be used to improve students' study, speaking, writing, and critical thinking skills. In addition to serving freshmen and/or sophomore students, seminars could also be designed to assist first-year transfer students.

Timeline: 1987-93

FUNCTIONAL COMPUTER LITERACY

Recommendation 4: Students entering system institutions as freshmen in 1987 will be required to demonstrate a level of functional computer literacy appropriate to their fields of study as a requirement for a baccalaureate degree.

Background: Computer literacy is a "basic skill" and, as such, should not be a part of the curriculum of the State System. In 1984 the Board adopted a policy that requires functional computer literacy of students graduating with undergraduate degrees from our institutions. "Functional computer literacy" has been defined by the Board of Higher Education as computing competency appropriate for each discipline that will allow students to utilize the computer effectively in the accomplishment of their educational programs and goals. System institutions

have not had the resources to provide the computer labs and instructional services needed to implement this policy.

Timeline: 1987-93

EDUCATION/WORK RELATIONSHIPS

Recommendation 5: System institutions will strengthen opportunities for students to apply their academic preparation to the world of work.

Background: Baccalaureate students too often graduate without adequate knowledge of, or abilities to relate their educational preparation to career opportunities. Programs that stress career-relatedness are rapidly growing nationwide through cooperative education and other field-based efforts. Data recently submitted to Career Planning and Placement offices indicate that many top corporations are finding 60-80 percent of their new hires among cooperative education students. Numerous examples of special programs for undergraduates have been developed in State System institutions.

Oregon Institute of Technology requires all its graduates to complete a senior project; this program enables students to synthesize their academic preparation into a culminating project that has frequently attracted the attention of prospective employers. Other institutions provide internships or practica in many professional fields that serve as the capstone experience for the baccalaureate student.

Further efforts should be made during the planning period to expand these programs, particularly to better serve liberal arts graduates. Expanded opportunities for students to strengthen articulation between their education and career possibilities might include participation in a senior seminar, or work, leadership, or research project.

Timeline: 1987-93

UP-TO-DATE EQUIPMENT

Recommendation 6: The State System will seek funds to upgrade at least 50 percent of classroom and laboratory equipment designated to be obsolete or inadequate, to include the costs for maintenance.

Background: Equipment shortages have become an acute problem in recent years owing to a number of factors: stabilization of enrollments and consequent reductions in capital improvement projects, increasing emphasis upon professional training programs, the effects of inflation on equipment replacement programs, and increasingly rapid technological advances that render some equipment obsolete while still in satisfactory condition.

A major portion of institutions' academic programming, particularly in professional preparation areas, requires instruction utilizing expensive laboratory equipment and research instrumentation. System institutions are unable to maintain instructional equipment and technologies equivalent with those used in industry. While some gaps are expected between institutions and industries, current funding for equipment replacement is sufficient to replace equipment on the average of only once every 40 years, greatly detracting from the system's ability to provide quality programs. By contrast, a 1976 study completed by the Foundation for Oregon Research and Education recommended a schedule of 14 years.

Modern laboratory and research equipment need to be properly maintained and repaired to be useful. In the past decade, these costs have greatly exceeded the ability of system institutions to pay for them.

Timeline: 1987-93

FACILITIES

Recommendation 7: The State System will seek funds to build and/or renovate facilities needed to support excellent programs of instruction, research, and public service.

Background: Facilities are critical to the State System's provision of high quality programs of instruction, research, and public service. Campuses need adequate space for classrooms, laboratories, and offices; access for disabled students and staff; controlled internal environments necessary to house sophisticated instrumentation; and structures that meet local, state, and federal security and/or safety standards.

There are critical needs to replace and modernize numerous aging buildings and inadequate libraries on State System campuses. Because of the recession, no new facilities or significant remodeling took place in the State System between 1979-85. The 1985 Legislature made a significant investment in new facilities when it appropriated lottery funds for an electrical and computer engineering building at Oregon State University, a biological and advanced sciences building at the University of Oregon, a business and international trade building at Portland State University, and an engineering classroom building at Oregon Institute of Technology. When these new buildings are completed, they will enhance higher education's role in economic development, improve chances for additional federal grants for new research, and put Oregon in the forefront of modern science, engineering, and international trade.

During the planning period, the State Board will seek funds to make continuing progress in modernizing higher education facilities.

Timeline: 1987-93

TECHNOLOGY IN CURRICULUM AND INSTRUCTION

Recommendation 8: System institutions will utilize appropriate and advanced instructional technology to improve the quality and efficiency of their curriculum and instruction wherever appropriate.

Background: Computers are being used innovatively throughout the system to improve the quality and efficiency of instruction. For example, at Oregon State University, Chemistry has completely computerized the control of its student laboratories using microprocessors and generates individual tests for each student for introductory classes from a database of questions; Pharmacy students have extensive "hands on" experience with actual computer systems used in pharmacy practice nationwide; the College of Liberal Arts has made a major commitment to providing microcomputers throughout its programs; Electrical and Computer Engineering is using programmable calculators to teach programming; Business teaches finance using software packages on a microcomputer; Home Economics teaches nutrition using analysis and diet evaluation software packages; Music uses computer-assisted instruction for drill in tone recognition; the Math Learning Center uses microcomputers for drill in basic math skills. At the University of Oregon, graphics support is provided by superminicomputers to the Institute of Molecular Biology to process genetic data and produce three-dimensional displays of DNA molecules. Western Oregon State College's new Instructional Technology Center will open in fall 1986. It will include activities for interactive video and computer applications for academic instruction. These will be infused into the academic programs through demonstration classrooms equipped with state-of-the-art computer and audiovisual equipment. At Portland State University, new computer facilities and equipment will provide support to its rapidly expanding programs in computer science and computer

engineering. These state-of-the-art computers will support the new degree program for Information Systems in the School of Business Administration.

Timeline: 1987-93

GRADUATE TEACHING ASSISTANTS

Recommendation 9: Institutions will establish guidelines and evaluation procedures for the selection and retention of graduate teaching assistants that assure they meet high teaching standards.

Background: Some lower division courses are taught by Graduate Teaching Assistants, master's or doctoral level students who are given instructional assignments based upon their exceptional academic records. Some of the system's graduate assistants, however, are foreign students who are not easily understood by Oregon students. Teaching assistants should be required to provide evidence of satisfactory English-speaking and writing ability.

Teaching assistants should be given proper orientation and direction prior to beginning a teaching assignment. Support services for teaching assistants should be available to assist them in carrying out their instructional responsibilities. Teaching assistants should be evaluated on at least a quarterly basis by regular faculty and students to assist them in improving their teaching skills and ensure that they are meeting acceptable standards for classroom instruction at the campus. Since many teaching assistants will complete the Ph.D. and pursue a career in college or university teaching, it is incumbent upon institutions to provide more supervision and assistance to them as they begin their teaching careers.

Timeline: 1987-89

CENTERS OF EXCELLENCE

Recommendation 10: Additional centers of excellence will be identified to enhance the quality of academic programs.

Background: Recognizing that the system's colleges and universities are unlikely to achieve excellence in all its programs within the limit of resources that are available, the system has adopted the "center of excellence" model for program development that many states and institutions around the country are adopting. The center of excellence concept emphasizes some programs for further development, particularly those that are in areas of vital importance to the state.

Institutions should strengthen existing programs by identifying and emphasizing specific, selected areas within each discipline. This could involve taking advantage of the institution's location in selecting a subspecialty, organizing a concentration within a discipline to support regional strengths of industry, or just taking advantage of existing strengths and building upon them. Colleges and universities should also identify and establish new centers of excellence.

Timeline: 1987-93

FACULTY

Recommendation 11: The State System will seek funds to provide competitive faculty salaries, benefits, and research funds to attract and retain outstanding faculty. The system's goal is to place Oregon's college and university salaries among the top one-third of public four-year colleges and universities nationwide.

Recommendation 12: **Institutions will continue to establish professional development programs designed to strengthen faculty teaching, research, and public service.**

Recommendation 13: **Institutions will establish affirmative action programs with the goal of increasing the proportion and effective utilization of women and minority faculty and administrative staff.**

Background: The quality of the system's instructional, research, and service programs is directly related to the quality of faculty. Institutions need to attract and retain high quality faculty who represent diverse interests and backgrounds.

The ability of system institutions to attract and retain excellent faculty relates to its ability to remain competitive in the national marketplace. National studies indicate that this is a market which will be diminishing considerably during the next ten years as fewer people enter advanced graduate study with the intention of pursuing college teaching careers.

Competitiveness in the faculty marketplace relates primarily to salaries; support for research -- libraries, laboratories, and access to computing "power" (microcomputers, national networks, and databases); working conditions including adequate facilities; opportunities for professional development; and the reputation of institutions.

A number of activities are needed to strengthen opportunities for faculty development. On campuses where they do not already exist, institutions should establish staff development programs to improve teaching. New funds should be set aside on each campus to assist faculty in improving teaching, particularly related to the use of new technologies in the various disciplines. All faculty, regardless of discipline, should be provided access to a minimum level of computing.

Other activities are needed to enhance faculty development. These might include: release time and professional training for faculty to use new technology to improve instruction; liberalizing sabbatical policies to permit short-term sabbaticals after faculty have been at institutions for three years; developing an earned faculty development award program that could be used for travel, research, or other development activities; establishing a faculty enrichment program, wherein faculty from State System institutions could be given a fee remission scholarship to continue their studies at one of the system's universities; and participating in National Faculty Exchange and similar domestic and foreign exchange programs.

System institutions should set affirmative action goals for women and minority faculty. System institutions should consider establishing new short-term positions as "Professionals-in-Residence" for women and minority people successful in professions to serve as faculty. They would have appropriate qualifications and meet criteria established by their institutions to qualify as Professionals-in-Residence.

Timeline: 1987-93

LIBRARIES

Recommendation 14: **The State System will provide high quality and accessible library services to students and faculty by seeking funds for a coordinated library automation system and improved library collections and staffing.**

Background: The eight libraries of the State System are a vital intellectual, cultural, and information resource for the institutions which they serve and for the state as a whole. Without strong libraries there cannot be a strong higher education system, and development of individual institutions in the areas of research and teaching is closely related to improvements in their libraries.

Better access to this major state resource by both faculty and students, and by others throughout the state, will be a necessity during the planning period. Utilization of library holdings is now hampered by cumbersome access to the collections and by reduced library hours due to cutbacks in staffing.

Limited efforts have already been taken to make library resources more accessible in the past 20 years. Each institutional library has made modest advances by joining networks which provide online cataloging information. Some libraries have automated aspects of book ordering and begun the conversion of card catalog data to machine-readable form. These efforts have been possible because of local commitments from limited funds at the institutional level.

The State System should develop integrated library systems which are made up of several subsystems that share a common institutional bibliographic database. The systems should provide for: an online, public access catalog of library holdings; an online circulation control system which will permit instantaneous transactions when library material is borrowed and returned, and enable library users to determine the status of an item; acquisition of library materials and information on outstanding orders, including publications such as journals which are received on a regular/irregular basis; a media booking system which will perform necessary functions for advance booking and circulation of materials such as films, videocassettes, audiovisual equipment; interinstitutional linkages which will enable institutions to access library records of other institutions and facilitate sharing of resources through interlibrary loan system, using document delivery mechanisms such as telefacsimile and new courier service being funded with a federal grant through the Oregon State Library; dial-up access which will enable the State Library and state agency, independent college, community college, and public libraries to obtain online information concerning State System library holdings; a variety of management information reports for evaluating library resource and services, monitoring vendor performance, budget analysis, and fund accounting.

Timeline: 1987-89

TEACHER EDUCATION

Recommendation 15: Institutions will develop a cooperative program to recruit highly qualified students to the teaching profession.

Recommendation 16: System institutions will raise standards for admission to teacher preparation programs by requiring multiple criteria for admission, to include: a grade point average of 2.75 in college-level work with reasonable exceptions available for academically talented low income, minorities, or nontraditional students whose grade point average falls between 2.50 and 2.75; that students pass CBEST or other standardized basic skill tests that might be designated acceptable to the Teacher Standards and Practices Commission.

Recommendation 17: System institutions will redesign their teacher preparation programs to a five-year program sequence.

Background: The improvement of teacher education has been a high priority of the Board of Higher Education during the recent period of intense local and national scrutiny on teacher education. Major improvements in teacher education were first specified in the Board's 1983 Strategic Plan. Because of very limited resources available for higher education program improvements between 1983-85, however, institutions were assigned the task of implementing improvements as best they could. Improvements were made unevenly with resulting different admission standards, variations in curricular requirements, and a general

inability of institutions to take on major improvements that would be costly in terms of faculty time and other instructional resources; for example, instructional materials, computer equipment, and faculty professional development opportunities.

Preparing effective teachers requires an increasingly rigorous, substantively-based curriculum. The State System believes that its current curricular sequence is not adequate for the effective preparation of teachers and proposes to redesign its teacher preparation programs during the planning period to a five-year program sequence. The five-year program should emphasize improved recruitment, raised admission standards, extended field work, redesigned education courses, more subject area preparation, improved accountability, and financial incentives to students.

State System institutions should implement a statewide cooperative program to recruit the best students to the teaching profession. Such a recruitment effort should emphasize high school and community college counseling programs on teaching as a profession, and provide financial assistance to highly qualified students. Special emphasis should be placed on recruiting underrepresented populations to the profession and recruiting for potential shortage areas.

System institutions should redesign their teacher preparation programs to a five-year program sequence. The five-year program should contain the following components: a strong general education core; major in a non-education area with the possibility of a liberal studies major or distribution of minors for elementary education students; an education core that is begun early in the student's program; testing in subject area and pedagogy; student teaching; extended field component/internship that provides the teacher/trainee the opportunity to practice competencies required for success in the profession; and specially designed programs to serve post-baccalaureate students.

The five-year program should be designed by institutions in keeping with their missions to serve diverse populations of the state. No student should be recommended for certification who does not complete the five-year program although students should be able to complete a baccalaureate degree with a non-education major at the end of four years of study. At the end of the fifth year the student should be recommended for certification to teach. A substantial portion of the fifth year should be comprised of graduate-level courses, enabling students to complete a significant portion of the standard or master's degree in education within the fifth year.

In order to assist students who meet the rigorous standards for this program who may not possess the finances to complete a five-year program, the state should offer a forgivable loan program with complete forgiveness of the loan after three years of teaching. The state should also provide financing to assist colleges and universities and school districts to cooperate in providing internship sites.

Timeline: 1987-93

Chapter 6

ACCESS TO HIGHER EDUCATION OPPORTUNITIES

Developing human potential is the principal mission of higher education in Oregon. To accomplish this, the Board of Higher Education tries to provide access to higher education programs for all qualified and motivated citizens.

Access refers to the opportunity for Oregon citizens who desire and can benefit from higher education to complete their educations without having to face undue hardships or barriers that are beyond their control. Access refers to academic access, financial access, access for special populations, and geographic access.

Two new concerns regarding access will receive attention during the planning period. One is to provide expanded access to higher education programs and services for underrepresented populations such as ethnic minorities, low income, and disabled persons. A second is to expand quality nontraditional and outreach programs for learners who reside beyond the usual access routes to a State System campus, with particular emphasis upon the uses of telecommunications technologies.

INFORMATIONAL PROGRAMS TO IMPROVE ACCESS

Recommendation 18: The State System will strengthen informational and counseling programs with high schools and community colleges to ensure that elementary and secondary school students and their parents understand what skills are required to enter and succeed in college and find work after college in Oregon's changing economy.

Recommendation 19: The State System will improve information to high school counselors and community college administrators on the admission, retention, and academic progress of the students who enter our institutions from their high schools or community colleges.

Background: Since the 1960s one of the major social policies of the nation has been to provide increased educational access. Like the nation, Oregon has been successful in opening up new opportunities to populations previously unable to access higher education. While we must be commended for our successes in expanding access to higher education, critics have said that we have lost excellence in the process. They say the cost of access — a loss of excellence -- is too high. Colleges and universities throughout the nation are responding to these criticisms by reemphasizing standards. The result, many fear, will be the closing of doors only recently opened.

Throughout the planning period, discussions of what the right balance between "excellence" and "access" should be are likely to continue. We will need to provide our best thinking to Oregon high schools and community colleges on what is needed to succeed in our colleges and universities.

The Board of Higher Education has taken a major step in this regard by raising standards for admission to State System institutions, effective fall 1985. State System admission requirements have already produced dramatic results. Oregon high schools report increased enrollments in college preparatory courses, particularly in math and science. But standards may have to be raised further during the planning period, with new requirements established in foreign language and additional math preparation. No new requirements are being proposed at this time although students should continue to be advised in State System informational materials to pursue courses in foreign

language and take mathematics in their senior year to improve their chances of success in college.

Timeline: 1987-93

DEVELOPMENTAL EDUCATION

Recommendation 20: Institutions may offer developmental programs for students with minor deficiencies in basic skill areas. Students broadly deficient in basic skills will be referred to community colleges if a community college is within the area until their deficiencies are corrected.

Background: State System colleges and universities should not have a major role in providing remedial and basic skills courses. Students are expected to achieve their basic skills before they enter system institutions. Their first opportunity should be through their college preparatory courses in high school. If they are still deficient they should have a second opportunity to complete them in a community college. Only in limited cases, primarily where students are deficient in only one area and where students are assessed as needing only "catch-up" rather than remedial work, should these courses be offered as part of a college or university curriculum. Such courses, however, must not count toward graduation requirements. When developmental courses are needed, students should not be expected to pay for them as an add-on to their regular college tuition, adding further barriers to students seeking to quickly correct an academic deficiency. Students broadly deficient in basic skills should be referred to community colleges until their deficiencies are corrected. The system's emphasis must turn to better serving the students it admits, while screening out those students who clearly cannot succeed in college-level work without major remediation.

Timeline: 1987-93

DISTRIBUTION OF ACADEMIC PROGRAMS

Recommendation 21: High-quality general education courses in the liberal arts and sciences will be offered on all seven of the undergraduate campuses in the State System.

Recommendation 22: The Board of Higher Education will allocate responsibility for baccalaureate and graduate degree programs in accordance with the need for the program, the need to provide access to citizens, and the ability of the campus to provide a program of high quality.

Background: The State System operates under a policy that general education programs in the liberal arts and sciences should be distributed throughout the state, with upper division and graduate programs assigned to specific campuses. This model of program organization has been implemented in order to provide adequate access throughout the state to general education programs and to ensure that all students receive the necessary prerequisites to succeed in upper-division and graduate programs. The model also is designed to protect the state's resources against unnecessary program duplication in the more specialized academic areas.

Timeline: 1987-93

MISSIONS AND STANDARDS

Recommendation 23: The Board and institutions will establish entrance requirements and special requirements for advancement within the institution in line with their missions and the constituencies they are designated to serve.

Background: Access to qualified Oregonians should continue to be a priority of system institutions without diminishing their commitment to academic excellence. Academic access will continue

to be an issue in setting entrance requirements and special requirements for advancement within State System colleges and universities. Institutions serving regional constituencies may adopt slightly lower grade point requirements than the universities. The requirements for many undergraduate majors and graduate programs may be considerably more demanding than the initial entrance requirements for the institutions.

Timeline: 1987-93

TUITION

Recommendation 24: Tuition will be set using the Cost of Instruction fee policy as a general guideline with a goal of Oregon tuition approximating those in other western states.

Background: Financial barriers to higher education will continue to be a major obstacle during the planning period. Many students and their families will not be able to afford the costs of higher education. Declining federal financial aid, rising tuition costs, Oregon's depressed economy, the changing demographics of today's college student (an older, working person frequently with family responsibilities) bodes poorly for an improved financial picture for students during the planning period.

In light of these trends, Oregon must continue to provide access to its colleges and universities by keeping the cost of attending our institutions at moderate levels. Tuition levels in Oregon are still among the highest in the western states. Enrollment declines in recent years verify that high tuition is a formidable obstacle to those wishing to attend college.

To address this financial barrier, the Board proposed and the 1983 legislature agreed to freeze student tuition during the 1983-85 biennium. In 1985 the Legislature provided General Fund support to permit another freeze in 1986-87 following a 3 percent increase in rates in 1985-86.

The State Board should continue to keep tuition increases to a minimum in order to bring Oregon tuition in line with the average of other Western states. The availability of federal financial aid, the cost of instruction, inflation, and instruction fees in other states should be considered in determining tuition for the State System.

Timeline: 1987-93

RECIPROCITY WITH WASHINGTON

Recommendation 25: The State System will continue to explore with Oregon and Washington officials extending current opportunities for students from either state to attend institutions in the other state at resident rates. Reciprocity agreements must permit students from both states to carry their state financial assistance to their chosen institution.

Background: Considerable effort has been placed upon expanding opportunities for students to access higher education programs between Oregon and Washington. Oregon currently has a tuition reciprocity program with Washington affecting three State System institutions: Portland State University, OIT-Portland Center, and Eastern Oregon State College. Some 400 Oregon students attend Washington institutions, and an equivalent number of Washington students attend Oregon institutions, paying resident fees.

Further efforts should be undertaken during the planning period to consider expanding the Oregon-Washington reciprocity agreement to upper-division students and to all Oregon system institutions. Expanded agreements should ensure, however, that students are able to pay an in-state tuition rate and carry

financial aid assistance they may receive from their home state to the receiving state. Reciprocity agreements should be established only when neither state is unduly negatively impacted by the numbers of students exchanged.

Timeline: 1987-89

FINANCIAL ASSISTANCE PROGRAMS AND ACCESS FOR SPECIAL POPULATIONS

Recommendation 26: The State System will seek funds to expand student financial assistance programs such as grants, loans, forgivable loans, and work-study programs that increase the opportunities and choices of students to attend postsecondary education institutions in the state.

Recommendation 27: Institutions will increase their numbers of underrepresented ethnic and racial minorities (Black African Americans, Hispanic Americans, American Indians/Alaskan Natives, Newer Asian Immigrants), disabled, and nontraditional populations by strengthening recruitment and retention programs. Special efforts will also be made to attract and retain Oregon students with high academic and leadership potential as well as highly talented nonresident students.

Background: With declining federal financial aid expected during the planning period and inadequate state monies available for assistance, special efforts should be made to devise various assistance packages for students. These should include grants, loans, forgivable loans, work-study programs, and the like. Particular effort should be made to provide financial assistance programs that do not result in large indebtedness for students after graduation. Students are increasingly graduating with very large financial obligations and many are staying away from higher education because they are afraid of indebting themselves by using student loans as a way to finance their college educations.

The State System should expand successful financial assistance programs designed to attract and retain Oregon's best students and highly talented nonresident students. To attract more of Oregon's best students, for example, the system's colleges and universities raised private funds for presidential scholarships. Since 1984, 238 students received presidential scholarships worth $1,000 a year for four years. Another 400 outstanding nonresident scholars received a $1,000 reduction of their nonresident tuition and are now enrolled in system schools. Both programs have brought additional well-prepared students to the campuses and increased the overall resources of the State System.

Since opportunities for employment are clearly tied to higher education, these opportunities must be accessible to all, including ethnic minority, disabled, and nontraditional students who have historically been denied them. During the past five years, the number of ethnic minority students enrolling in State System institutions has declined. This decline is a national problem. The reasons for the decline are numerous. Some minorities cannot afford the costs of higher education and choose to begin their college education at community colleges. Many academically talented minorities are recruited for colleges and universities in other states. Many who begin at system campuses do not receive the kind of assistance and academic support that would help them succeed, so they drop out. A lack of role models among faculties and administrative staffs further suggests the kind of barriers that special populations face. Finally, many are simply not identified early enough at the elementary and secondary level; they do not take the kind of courses they need to succeed in college and higher education opportunities are, therefore, closed to them.

Many minority students in Oregon have the potential to benefit from a four-year college education when that potential can be identified early. These students must receive special advising in high school so they are prepared to succeed in college. Many of these students will need financial assistance and active advising once they arrive on our campuses.

The State System has experienced an increasing number of nontraditional students, especially older men and women seeking education necessary to change careers or re-enter the work force, who can benefit from system programs.

The State System's current five percent special admission program provides one avenue by which persons who have the potential to succeed in college but who do not meet regular admission standards can be admitted. Most ethnic minority, disabled, and older men and women can meet regular admission requirements. To ensure adequate access for these students, special recruitment programs are needed. Women who have been out of the work force for many years but who now must work to support themselves and their families are especially in need of assistance to identify appropriate educational programs.

Financial assistance programs should be designed to ensure that a wide variety of students are able to achieve access to system programs. Minorities, students that show promise of future leadership abilities, low income students, and other special groups should be addressed with special programs.

Timeline: 1987-93

ADVISING

Recommendation 28: Institutions will improve academic advising services available to all students through student services, career counseling and placement, academic advising centers, departmental advising, and additional contact with faculty.

Background: National research studies in the past several years indicate that close contact with a faculty member improves student retention and increases a student's chances of completing a degree. Academic reasons frequently cited by students for dropping out of college include poor grades, dissatisfaction with courses, changes in career goals, and inability to take desired courses or programs, all reasons which involve academic advising.

Advising at system institutions begins prior to enrollment, and continues throughout the student's progress toward degree completion -- at registration, whenever a student needs to adjust a schedule, pursue an alternative, or assess progress toward meeting departmental or institutional degree requirements. All freshmen and transfer students are assigned an academic advisor upon entering State System institutions. Advising continues with students placed at appropriate levels in major courses like English and mathematics. Monitoring of academic progress continues the advising process. Numerous student self-advising aids (annual bulletin/catalog, departmental model program descriptions, computerized Career Information System, self-help manuals) are available to assist students in their adapting to the campus community.

Numerous improvements will be made to provide high quality advising services to students during the planning period: special services to meet the needs of nontraditional, older students; providing more frequent contact with faculty advisors to review academic progress; improving record keeping through automation; and better managed registration procedures.

Institutions will continue to provide advising programs that best serve students in line with the mission of the institutions. Approaches range from centralizing programs in which student services are housed together to consolidate a broad range of services, to decentralizing programs in which each

college or major department is responsible for advising. Whatever the structure, primary consideration in designing effective advising programs must be given to providing the advice students need to proceed satisfactorily toward fulfilling their academic goals. Whether resources are made available on an institutionally centralized basis or by relieving faculty loads to allow them time to undertake this important activity, appropriate recognition should be given to faculty involved in academic advising of both undergraduate and graduate students.

Timeline: 1987-93

OUTREACH THROUGH INSTRUCTIONAL TELEVISION

Recommendation 29: An Oregon Public Postsecondary Education Instructional Television Network should be established that will enable colleges and universities to deliver higher education courses and degree programs among institutions (community colleges, public four-year colleges and universities, and independent institutions) and to industries and homes throughout the state.

Background: As the need to provide continuing professional development opportunities to companies and their employees grows in Oregon, colleges and universities are reexamining their capabilities to deliver these resources. Companies want the best faculty to provide this instruction. These are the faculty who are in greatest demand nationally and internationally and who have the least time available to "circuit-ride" on Oregon highways year after year. Faculty need relief from these demanding schedules. They should be able to offer their courses over "highways in the air," making use of the instructional television models already proven successful in numerous universities throughout the nation.

Increasingly, businesses and their employees are making use of new technologies which can deliver academic programming into corporate classrooms. Employees seeking advanced technical education want access to courses on their company site during the working day, with the option of taking videotapes home for viewing in evening hours. Working parents who once accessed college courses in early mornings, late afternoons, and evenings, want the option of bringing college classes into the convenience of their homes through the uses of cable and satellite technologies.

Timeline: 1987-89

SUMMER SESSION AND CONTINUING EDUCATION

Recommendation 30: The State System will seek state support for academic, credit-bearing summer session and continuing education programs.

Background: Each system institution currently provides continuing education and summer session programs on a self-support basis. Although these courses are virtually the same in terms of quality and credit as those offered during the regular term, these academic programs are not supported by state dollars.

State System institutions have not received state support for off-campus instruction since state funding was eliminated for the old Division of Continuing Education by the 1977 Legislature. The Board of Higher Education abolished the DCE and turned responsibility for continuing education over to the individual institutions the following year. Community colleges consider their entire districts to be their "campuses" and count continuing education as part of their fulltime equivalent enrollment (FTE) for state support. Independent colleges are allowed to count their off-campus Oregon

undergraduate enrollees for purposes of receiving PESIC funds.

The message to students, that academic programs at public higher education institutions are to be treated differently than courses at community colleges, or that courses in a regular term offered on campus are to be treated differently than ones in the summer or ones offered off campus, is a negative one. Oregon should use the same definitions for its on-campus and off-campus programs, and its regular term and summer session programs, moving in the direction of financing all of higher education's programs in the same way.

Timeline: 1989-93

Chapter 7

PROGRAMS TO STRENGTHEN OREGON'S ECONOMY

The system's colleges and universities possess a wealth of resources that can help promote economic development in Oregon. Throughout the nation, colleges and universities have emerged as leaders in economic development, working as partners with local and state governments, business and industry, labor, and other agencies and educational systems to put their resources and expertise to work to strengthen the economies of their states.

All of Oregon's major industries -- agriculture, lumber and wood products, tourism, electronics, and other manufacturing -- are highly dependent upon a strong educational system. Higher education's preparation of highly skilled workers and professionals, contributions to research and development, and public service through technical assistance to businesses throughout the state will be vital during the planning period to the continuing recovery of Oregon's economy.

Several goals will dominate our efforts to provide programs that will strengthen the state's economy during the planning period. One is to take the initiative in anticipating the changing social, economic, and demographic environment of the state so that higher education can continually alter its programs to assist the state in better serving Oregon businesses and in attracting new businesses to Oregon. A second is to strengthen programs that will contribute to the state's developing international trade interests. A third is to strengthen ties with government, business, industry, and labor to develop new alliances for manpower development, research and development, and technical assistance. A fourth is to develop new ways to bring the unique talents of faculty and staff to the resolution of local and state issues and the improvement of Oregon's overall quality of life. A fifth is to conduct high quality scholarship and research programs that contribute to the advancement of new knowledge, particularly that contribute to the state's economic development interests.

INTERNATIONAL PROGRAMS

Recommendation 31: The State System will strengthen programs that contribute to Oregon's international trade interests, especially in the Pacific Basin.

Background: Oregon's international trade activities, especially with Pacific Basin countries, will greatly increase in importance during the planning period. Higher education will have a major role to play in these developments. State System colleges and universities will train many of the professionals needed in international business specialties through programs in business, law, international relations, and foreign languages. System institutions will conduct research that will advance the state's knowledge of international business and provide technical assistance to Oregon businesses which are expanding in the international arena.

A number of programs in the international area are already in place within the State System. For example, the University of Oregon has a 50-year old Asian Studies program supported by extension programs and significant museum and library holdings. The University also has a major new International Business program in the College of Business Administration and the College of Arts and Sciences. Portland State University's newly developing center of excellence in international trade and business is already creating a hub of programs serving international trade

development in the state. Oregon State University is preparing a longterm program and funding plan for agricultural research, extension, teaching, and international programs that will assist the University's ability to serve the agriculture interests within world markets. The plan includes the development of an Agricultural Trade and Development Center, a New and Alternative Crops Research and Development Center, an Agro-Biotechnology Center, a Food Production and Processing Systems Center, and an Agricultural Computer Network Center.

Many new efforts will be needed during the planning period to assist the state in furthering the advantages it already has developed in its international trade relations. These should include: establishing a Pacific Basin scholarship program to enable a limited number of meritorious disadvantaged students from Pacific Basin countries to attend system institutions and providing funding for support programs on campus; continuing the system's International Cultural Service Program in which tuition waivers for foreign students willing to provide 80 hours of community education are granted; increasing funds to expand study abroad programs in Pacific countries; strengthening the program of the International Trade and Commerce Institute at Portland State University, the graduate program in International Business at the University of Oregon, and the international law program at the University of Oregon; adding faculty in Asian Studies, international studies, and related fields at the system's universities; reviewing and strengthening cooperative programs with the Fujian Bureau of Higher Education for the exchange of faculty and students between Fujian Province, China and Oregon; exploring additional higher education relationships with other Pacific Basin countries or regions; and establishing a State System research program on issues affecting expanded cultural and economic relationships with Pacific Basin countries.

Timeline: 1987-93

PARTNERSHIPS WITH GOVERNMENT AND BUSINESS AND INDUSTRY

Recommendation 32: The State System will strengthen its ties with government, business, industry, and labor, encouraging the continuation and expansion of existing partnerships and the development of new joint ventures.

Background: Higher education's efforts to contribute to the improvement of Oregon's economy will be successful only if they are carried out in cooperation with other units of government, business, industry, and labor, and other educational segments. Numerous examples of partnerships between the system's colleges and universities and other agencies and organizations in Oregon have already proven highly successful at strengthening various of the state's economic sectors.

For example, the Council for Advanced Science and Engineering Education/Research for Industry provided a direct liaison from 1983-1985 among education, government, and business in an effort to make higher education more responsive to the state's need for economic development in the high technology area. This partnership assessed the needs for science and technical education programs in Oregon, coordinated existing academic programs to better serve Oregon businesses, and strengthened applied research programs in the system's colleges and universities.

Created in 1984, the Advanced Science and Technology Institute brings together scientists and engineers from the University of Oregon and Oregon State University to meet with their counterparts in research-oriented industries.

Formed in 1985, the Oregon Center for Advanced Technology Education is a cooperative effort of universities and

industries committed to providing enhanced master's and doctoral-level programs for Washington County's high-technology community. OCATE's research-based programs, both degree and nondegree, use world-renowned instructors to provide access to the latest technological knowledge. Instructors are drawn from the best faculty available from Oregon's public and independent institutions of higher education, outstanding researchers from local industry, and visiting scholars of national and international reputation. The University of Oregon has an extensive program of courses in business, computers, and graphics in the Washington County area.

Programs like these should be expanded and strengthened during the planning period as partnerships and new cooperative arrangements prove successful at contributing to Oregon's economic development. A number of the joint ventures begun during the past planning period should also be continued, including: the University of Oregon's partnership with the City of Eugene to develop the Riverfront Research Park adjacent to the University of Oregon campus, the Advanced Science and Technology Institute, the Oregon Center for Advanced Technology Education, and the Oregon Health Sciences University Center for Technology and Medicine.

Timeline: 1987-93

REGIONAL SERVICES INSTITUTES

Recommendation 33: The Regional Services Institutes at Eastern Oregon State College and Southern Oregon State College will relate instructional and research programs to the curriculum of the colleges, providing faculty and students with increased field-related opportunities and communities with expanded access to technical assistance.

Background: Regional Services Institutes are located at Southern Oregon State College and Eastern Oregon State College to provide business and technical assistance to individuals and communities in addressing economic problems of their respective regions. The institutes serve as a provider or broker for a wide range of research and professional services to private industry and governmental agencies: consulting, business seminars and training programs, technical assistance, applied and basic research, and information services. All of these services are designed to help apply the knowledge and skills of the college commmunity to the solution of problems within the region, directly contributing to the economic interests of the region.

The Regional Services Institutes should be continued and expanded during the planning period to strengthen their contributions to the economies of Southern and Eastern Oregon. Special efforts should be made to relate instructional and research programs within the curriculum of each college, providing faculty and students with increased field-related opportunities and communities with expanded access to technical assistance.

Timeline: 1987-93

EXECUTIVE DEVELOPMENT PROGRAMS

Recommendation 34: The State System will expand management development programs for executives in the public and private sectors.

Background: Oregon's economic recovery will be dependent, in part, upon the leadership and managerial skills of its executives -- the entrepreneurs, officials, and professional staffs who will guide the state's many agencies, local governments, and businesses and industries through the turn of the century. The needs of top managers for continuing professional development are critical.

Colleges and universities will play a major role in providing this training. The Oregon Executive M.B.A. program, cooperatively operated by the business schools of Oregon State University, Portland State University, and the University of Oregon, was established in 1985 specifically for fully employed executives with a minimum of five years of full-time management experience. This program is expected to grow rapidly during the planning period.

Other programs will be needed to address continuing professional training for professionals in a variety of fields. Local and state governmental staffs, for example, will increasingly require college courses to update their skills and knowledge.

Timeline: 1987-93

RESEARCH

Recommendation 35: The State System will seek funds to establish a research-seed money program for basic and applied research projects at all institutions.

Background: Oregon's public colleges and universities are already a major industry for the state, attracting over $115 million in research grants and contracts annually. Research conducted at the agricultural experiment stations has resulted in large increases in the productivity and value of Oregon agriculture. Forest products research has also increased the growth of Oregon's forests. Basic and applied research in electrical engineering and robotics sustains our growing microelectronics industries. Recent developments in genetic engineering, lasers, optical science, the biological sciences, and the application of new technology to human health care have the potential of contributing greatly to the state's economy.

States around the nation are recognizing the unique role that research plays in stimulating economic development in their states, particularly through the alliances that are developing between higher education institutions and businesses and industries. States are attracting new businesses, in large measure, based upon the quality of their educational programs. Those states that are strengthening all aspects of higher education's programming will have a competitive edge in attracting and retaining businesses that are dependent upon higher education's products and services.

As states have turned to higher education to assist them in their economic development efforts, many have spotlighted university research as an area in which modest state dollars can reap very large benefits. State-supported "seed" projects can result in universities developing new expertise in areas of special interest to the state, making the difference in competitive grant applications.

The State System should identify the research needs that are not being met, particularly in centers of excellence, and request funds from the Legislature to support a research-seed money program to fund basic and applied research projects needed for the diversification of Oregon's economy. This state-supported research program should provide seed money and cost-sharing money to help attract research grants that have potential benefits for Oregon industry.

Timeline: 1987-93

Chapter 8

THE COORDINATION OF HIGHER EDUCATION PROGRAMS

The State System operates under a policy that general education programs in the liberal arts and sciences should be distributed throughout the state with upper division, graduate, and professional programs assigned to specific campuses. The purpose of this policy is to keep costs and unnecessary program duplication to a minimum.

A natural extension of this policy is to make the State System's specialized, advanced-level programs available beyond the campuses where they originate. This means giving more attention to nontraditional delivery systems, particularly cooperative outreach efforts between our campuses.

A major goal during the planning period, therefore, is to enrich the system's offerings and achieve cost savings which may exist through cooperative ventures between institutions. A second goal is to serve Oregonians better through cooperative partnerships with independent colleges, community colleges, and other educational agencies.

COOPERATION AMONG STATE SYSTEM INSTITUTIONS

Recommendation 36: State System institutions will expand the number of cooperatively offered interinstitutional instruction, research, and public service programs.

Background: State System institutions currently operate numerous cooperative interinstitutional programs of instruction, research, and public service. The Oregon State University/Western Oregon State College Merged School of Education, Oregon Health Sciences University Nursing Program offered at Eastern Oregon State College, Oregon State University Agribusiness Program offered at Eastern, Advanced Science and Technology Institute, 3/2 Engineering Program between University of Oregon and Oregon State University, Oregon Executive M.B.A. Program, Fire Services Administration Program offered by Western Oregon State College and Eastern, and Center for Advanced Technology Education are all examples of cooperative programs which are successfully linking resources between system institutions.

In developing cooperative programs between institutions, special efforts will be placed on "nuts and bolts" issues that are necessary for successful cooperative programs. Financial aid, course equivalency, and other transfer and course-articulation issues will be addressed.

Timeline: 1987-93

COOPERATION WITH COMMUNITY COLLEGES

Recommendation 37: Cooperation between State System institutions and community colleges will be expanded.

Background: Working relations between State System institutions and the state's community colleges are very good, in part as the result of efforts to enhance cooperation during the past several years by the State System/Community College Coordinating Committee (SS/CCCC).

State System institutions and Oregon community colleges have a number of cooperative activities in operation. All State System institutions have course articulation agreements with Oregon community colleges. The SS/CCCC has recommended the negotiation of bilateral transfer agreements. As a result, the

University of Oregon, for example, has established block transfer agreements with Central, Umpqua, and Southwestern Oregon Community Colleges, and other agreements are being developed. Oregon State University has agreements with several community colleges in agricultural education, health (safety studies), industrial education, and technical journalism. Oregon Institute of Technology has agreements with several community colleges in engineering technology.

State System institutions and community colleges are also working together, through the SS/CCCC, on issues of transcripting, class numbering, and course content.

For the past three years, State System institutions have conducted studies of the academic performance of freshman new from high school. Information about the grades students have received in courses taken in the freshman year are analyzed and sent back to each Oregon high school from which students graduated so that administrators, teachers, and counselors have an opportunity to compare the academic progress of their graduates to other graduates, both in- and out-of-state.

There is considerable interest in conducting an academic performance report for community college transfer students in order to provide the kind of data to community colleges that the system now provides to high schools. These data would aid considerably in evaluating the effectiveness of our transfer programs and policies. A pilot project towards this end is already underway, following students who transfer to State System institutions from Lane and Central Oregon Community Colleges.

Cooperative programming also occurs between State System institutions and community colleges, in the sharing of classroom facilities, coordinated scheduling of courses, participation on consortium, and planning of new joint ventures. Some system institutions arrange to have community colleges offer courses on-campus, as in the case of developmental education courses offered by Chemeketa at Western Oregon State College; and some institutions offer upper-division courses at a community college, as in the case of Eastern Oregon State College at Treasure Valley and Portland State University at the Portland Community College-Rock Creek Campus. Systemwide, many personnel serve with community college representatives on various regional consortia. Recent cooperative planning to develop a statewide public postsecondary education instructional television network is a cooperative effort between system institutions and community colleges, including industries and independent institutions.

Special needs exist in community colleges for faculty enrichment programs. Many of these needs can be met by permitting faculty from community colleges to attend State System institutions at special tuition rates.

State System institutions should increase the number of cooperatively offered programs of instruction, research, and public service with community colleges to include: working with community colleges on an institution-to-institution basis to establish appropriate block transfer programs when and where possible; continuing joint efforts to improve transfer and academic continuity between community colleges and system institutions; establishing a community college faculty enrichment program in which faculty from Oregon community colleges continue their studies at one of the OSSHE universities.

Timeline: 1987-93

COOPERATION WITH INDEPENDENT COLLEGES

Recommendation 38: Cooperation between State System institutions and independent institutions will be expanded.

Background: State System institutions cooperate with independent colleges and universities in Oregon on a number of fronts. State System institutions regularly meet with independent colleges and universities about problems and issues in commonly offered academic programs such as teacher education, nursing, counselor education, engineering, and law.

System institutions also support nonduplication of academic programs by referring State System students to programs in specialized areas offered in independent institutions but not offered in system institutions, for example, in optometry and physical therapy.

Special needs exist in independent colleges and universities for faculty enrichment programs. Many of these needs might be met by permitting faculty from independent institutions to attend State System institutions at special tuition rates.

State System institutions should expand cooperatively offered programs of instruction and research with independent institutions to include continuing to support nonduplication of academic programs in specialized areas already offered by independent colleges and universities; and establishing an independent college's faculty enrichment program in which faculty from independent colleges and universities in Oregon would continue their studies at one of the system's universities.

Timeline: 1987-93

COOPERATION WITH EDUCATIONAL AGENCIES

Recommendation 39: Cooperation between State System institutions, State Department of Education, elementary and secondary school districts, and other agencies concerned with and affected by education will be expanded.

Background: Oregon agencies and organizations concerned with education have a long history of working together to resolve problems and coordinate activities of common concern. The State System/Department of Education Policy Council, a group set up by the Chancellor of Higher Education and the State Superintendent of Public Instruction, provides liaison between the two departments at the policy level.

Numerous other committees, task forces, and groups have been established to improve communication among education-related organizations and conduct cooperative activities. Participants typically include State System colleges and universities, school districts, community colleges, agencies and organizations, business and industry, professional associations, and educational service districts. Coordination between the educational agencies falls into seven broad areas: transfer between institutions, curriculum development and articulation, education industry cooperation, personnel development, high school-college relations, instruction, and policy development.

Examples of the many diverse groups with which the State System regularly interacts include: the State System-Community College Coordinating Committee, State Registrars and Admissions Officers, State Composition Advisory Committee, Oregon Music Educators Association, Oregon Mathematics Education Council, Curriculum Commission of the Oregon Association of Secondary School Administrators, Oregon International Council, Oregon Foreign Language Council, Oregon Asian-Pacific Studies Consortium, State Advisory Council for Career and Vocational Education, Oregon Occupational Information Coordinating Committee, Oregon Vocational Association, Interagency Council for Continued Professional Development Council, Oregon Association of Colleges for Teacher Education, Joint Board Committee on Teacher Education, Teachers of Teachers of Mathematics, Teacher

Standards and Practices Commission, Oregon Alliance for Program Improvement, Nursing Educators Group, Joint Board Committee on High School/College Connection, and Oregon High School/College Relations Council.

The State System also cooperates on joint research and development projects with numerous school districts, agencies, and groups, particularly in the area of teacher education and expanding uses of telecommunications for instruction. For eight years the State System has cooperated with the Teacher Standards and Practices Commission and the State Department of Education to conduct followup studies of the graduates of teacher education programs in both Oregon's public and independent colleges and universities. The State System is actively involved in planning with community colleges, independent colleges, business and industry, and Oregon Public Broadcasting System the feasibility of establishing a statewide, cooperatively operated postsecondary education instructional television system.

Timeline: 1987-93

Chapter 9

ACCOUNTABILITY OF HIGHER EDUCATION PROGRAMS

Accountability is an increasingly important concern to those that fund our colleges and universities as well as those that study in them. Both the State of Oregon and individual consumers of higher education have a great deal invested in the system's ability to deliver a quality, cost-effective program of instruction, research, and service. It is not enough for system programs to promise high quality instruction, research, and service. The system's colleges and universities must provide evidence to the public of their performance, building credibility and public confidence with taxpayers and consumers that it is indeed holding up its end of the public trust.

Accountability in education literally refers to the educational system's accounting for its actions; that is, providing on a periodic basis a public explanation of its activities, conduct, and discharge of responsibilities. Colleges and universities are subjected to numerous checks and balances that aid them in their accountability efforts:

- The Board of Higher Education requires that the institutions' academic programs are accredited by external evaluation agencies; in many fields accreditation occurs at both state and national levels.

- Some professional fields require students to pass a test for licensure in the profession, serving as an indicator of the ability of academic programs to adequately prepare graduates. Likewise, undergraduate students wishing to access graduate programs in virtually all fields are required to take national tests, providing evidence of the job that undergraduate programs are doing in preparing students.

- Faculty scholarship is carefully reviewed. Faculty teaching is regularly evaluated by students. Many associations accept papers for presentation on a competitive basis, with papers reviewed by outside experts. Academic journals and book publishing companies customarily select faculty work on a competitive basis, reviewing faculty work with outside experts to ensure that the work meets the high standards of the academic community and is of sufficient importance to report to the academic community. In fact, the entire process of faculty research is one of public scrutiny; the academic process requires faculty to describe the design, methods, limitations, findings, and analysis of their studies. The purpose of this standard, inherent in the scientific method, is to enable others to review a faculty member's work, replicate the study if desired, and either validate the findings or challenge the quality of the work.

- Most grant-funded research and development efforts are evaluated by peer review panels and external agency staff; grants are typically funded on a competitive basis with judgements made about past performance of the institution and the individual faculty qualifications.

ACCREDITATION

Recommendation 40: State System undergraduate and graduate programs will be fully accredited by the local, regional, and/or national accrediting agencies that are appropriate for their programs.

Background: Accreditation by external agencies is an important check and balance system used to help establish standards in various disciplines among colleges and universities. Higher education welcomes scrutiny by regionally and/or nationally recognized accrediting bodies made up of faculty, government, and business leaders from around the country. The accrediting function provides some assurances to students and the public that programs meet appropriate educational and professional standards. While colleges and universities frequently worry that accrediting bodies will lead to a nationally standardized curriculum in various disciplines, their programs continue to benefit from the external reviews conducted on a systematic basis by accrediting bodies.

Timeline: 1987-93

PROGRAM REVIEW

Recommendation 41: State System institutions will regularly review their programs to ensure that all programs meet a continuing need.

Background: Higher education has a responsibility to transmit the knowledge of past and present generations to future generations. The system's strong foundations in the past dominate many of its liberal arts programs. Studying great literature, significant events of world history, developments of human thought, major social movements, and creative expression through the fine arts are the core of a liberal education. Higher education also has a tradition of moving toward the future; its programs must reflect this forward-thinking. The system's professional programs are designed to anticipate the responsibilities graduates are likely to take on in future roles and circumstances. Academic programs are continually developing new specialties in response to advances in knowledge. Continuing education programs are especially designed to be flexible so that courses can be developed in response to the changing needs of the people of Oregon.

Ensuring that the State System's programs meet a continuing need requires ongoing information on the changing social, economic, and demographic environment of the state and nation. The system's colleges and universities play a major role in gathering this kind of information. For example, the Bureau of Governmental Research and Service and the Center for Population Research and Census develop information about state and local governmental trends and issues. Cooperative Extension Services reach people throughout Oregon, keeping a pulse on state and national developments, changes in technology, and community needs in agriculture, forestry, youth programs, home economics, engineering, and marine sciences. The Labor Education and Research Center develops information about labor and education trends and issues. Regional Service Institutes develop information about the needs of small businesses in eastern and southern Oregon. All of these efforts assist the state's colleges and universities to continually alter their programs to ensure that they meet a continuing need.

Timeline: 1987-93

FACULTY AND ADMINISTRATOR EFFECTIVENESS

Recommendation 42: Institutions will evaluate administrators and faculty, including tenured faculty, on a regular basis.

Background: Faculty have three major responsibilities at State System institutions: instruction, research, and public service. The specific mix of faculty member's time among these areas of responsibility will depend upon the institution in which they are employed, the number of classes assigned to them, the extent of their research activities, and other assignments they may have in various service-oriented institutes or centers.

Evaluation of faculty productivity has long been a subject of interest in system institutions. Institutions with a teaching load of 12 credit hours are frequently compared to institutions with 6 or 9 credit hours, with the resulting questions of how the State System evaluates productivity or sets uniform standards among the institutions.

Numerous efforts have been implemented to assess faculty effectiveness. Self-reported faculty productivity forms completed on an annual basis have served as one source of information on how faculty split their responsibilities. A review of recent faculty research was conducted by each institution in 1985. Faculty are evaluated in their classes by students on a regular basis. The most important system of review occurs in the promotion and tenure process; faculty who come up for tenure review are scrutinized very carefully for their effectiveness in instruction, research, and service.

Institutions should maintain a rigorous promotion and tenure process and a system for evaluating administrator and faculty productivity, including tenured faculty, on a regular basis. Institutional presidents should see that each department comes up with a process for evaluating faculty productivity, to include the extent of current research activity, public service, and instructional load. This information should be available for review by the Chancellor's Office.

Timeline: 1987-93

GRADUATION COMPETENCIES

Recommendation 43: Institutions will establish standards for graduation in baccalaureate degree programs and identify "indicators" to provide evidence that students are meeting these standards.

Background: There is an increasing interest nationwide in identifying what competencies baccalaureate graduates should possess. Some colleges are participating in the National College Outcome Measures program which tests students on the material that should be learned in a general baccalaureate education. Other colleges are moving to a "value-added" assessment approach, which tests students at the time they enter college and again at the end of their programs to document the "added" education students have received.

Institutions should identify those competencies that are required for graduation at the baccalaureate level and should have "indicators" put into place to provide evidence that students have achieved the stated competencies as a condition of graduation. Institutions are encouraged to collect, examine, and interpret data on the outcomes of their graduates by using indicators appropriate for disciplines. For example, professional fields could require scores on graduate record examinations or on other standardized tests, as well as collect data from followup studies with graduates. Liberal arts fields could require completion of a senior synthesis seminar that assessed the achievement of graduation competencies (for example, it might review knowledge in the major field and other key skills like critical thinking and problem solving).

Timeline: 1987-93

PROVIDING COST-EFFECTIVE MANAGEMENT OF HIGHER EDUCATION

Recommendation 44: The State System will develop a systemwide state-of-the-art integrated information system and communications network that encompasses the voice, data, video, and building control functions needed to modernize the State System's information "infrastructure" and improve its management capabilities.

Background: The State System is one of the largest businesses in the state. A state general fund appropriation of $515.43 million in 1985-87 provides a base for a State System expenditure budget of approximately $1.5 billion.

The job of managing this immense enterprise of public higher education includes overseeing hundreds of facilities, including residence halls, athletic complexes, performing arts centers, museums, hospitals, and instructional buildings; staffing and stocking libraries; managing food services; managing health services and clinics; overseeing investments; and supervising thousands of faculty and staff. Continued effort must be made to strengthen the management functions of State System institutions.

The biggest gain to be made in strengthening the management of the system's institutions during the planning and implementation period will be through improving its administrative data collection and communications capabilities, i.e., those functions which assist in gathering information, expediting processing of financial, payroll, budget, and personnel data as well as student records, and registration -- all of which expedites conducting business efficiently among institutions.

Advances in technology are increasingly providing the State System with an opportunity to integrate much of the costly data collection communication functions that previously have been operated and maintained through separate functions. The State System's existing information and communication "infrastructure" does not support the technical features nor provide the capacities necessary to accomplish the system's needs to improve its administrative information and communications functions; for example, information processing, library automation, office automation, electronic mail, and computing support for administration, instruction, and research. Integrated information and communications systems would enable the system to improve its operations and management, providing better services to faculty, students, and staff; providing access to accurate and current information, needed particularly to aid accountability efforts; and enhancing resource sharing among institutions.

Timeline: 1987-93

Chapter 10

SUMMARY OF RECOMMENDATIONS

LIBERAL ARTS AND SCIENCE CORE

1. Institutions will provide an enhanced liberal arts and sciences core with an emphasis on communications and analytical skills, logic, mathematics, science, social science, humanities, and foreign language.

FOREIGN LANGUAGE

2. Students entering system institutions as freshmen in 1989 will be required to demonstrate competency in a foreign language equivalent to successful completion of one year of college language as a requirement for a baccalaureate degree. Students entering as freshmen in 1991 will be required to demonstrate competency in a foreign language equivalent to successful completion of two years of college language as a requirement for a baccalaureate degree.

SEMINARS

3. Institutions will provide freshmen or sophomores an opportunity to study with other students and faculty in a small class or seminar.

FUNCTIONAL COMPUTER LITERACY

4. Students entering system institutions as freshmen in 1987 will be required to demonstrate a level of functional computer literacy appropriate to their fields of study as a requirement for a baccalaureate degree.

EDUCATION/WORK RELATIONSHIPS

5. System institutions will strengthen opportunities for students to apply their academic preparation to the world of work.

UP-TO-DATE EQUIPMENT

6. The State System will seek funds to upgrade at least 50 percent of classroom and laboratory equipment designated to be obsolete or inadequate, to include the costs for maintenance.

FACILITIES

7. The State System will seek funds to build and/or renovate facilities needed to support excellent programs of instruction, research, and public service.

TECHNOLOGY IN CURRICULUM AND INSTRUCTION

8. System institutions will utilize appropriate and advanced instructional technology to improve the quality and efficiency of their curriculum and instruction wherever appropriate.

GRADUATE TEACHING ASSISTANTS

9. Institutions will establish guidelines and evaluation procedures for the selection and retention of graduate teaching assistants that assure they meet high teaching standards.

CENTERS OF EXCELLENCE

10. Additional centers of excellence will be identified to enhance the quality of academic programs.

FACULTY

11. The System System will seek funds to provide competitive faculty salaries, benefits, and research funds to attract and retain outstanding faculty. The system's goal is to place Oregon's college and university salaries among the top one-third of public four-year colleges and universities nationwide.

12. Institutions will continue to establish professional development programs designed to strengthen faculty teaching, research, and public service.

13. Institutions will establish affirmative action programs with the goal of increasing the proportion and effective utilization of women and minority faculty and administrative staff.

LIBRARIES

14. The State System will provide high quality and accessible library services to students and faculty by seeking funds for a coordinated library automation system and improved library collections and staffing.

TEACHER EDUCATION

15. Institutions will develop a cooperative program to recruit highly qualified students to the teaching profession.

16. System institutions will raise standards for admission to teacher preparation programs by requiring multiple criteria for admission, to include: a grade point average of 2.75 in college-level work with reasonable exceptions available for academically talented low income, minorities, or nontraditional students whose grade point average falls between 2.50 and 2.75; that students pass CBEST or other standardized basic skill tests that might be designated acceptable to the Teacher Standards and Practices Commission.

17. System institutions will redesign their teacher preparation programs to a five-year program sequence.

INFORMATIONAL PROGRAMS TO IMPROVE ACCESS

18. The State System will strengthen informational and counseling programs with high schools and community colleges to ensure that elementary and secondary school students and their parents understand what skills are required to enter and succeed in college and find work after college in Oregon's changing economy.

19. The State System will improve information to high school counselors and community college administrators on the admission, retention, and academic progress of the students who enter our institutions from their high schools or community colleges.

DEVELOPMENTAL EDUCATION

20. Institutions may offer developmental programs for students with minor deficiencies in basic skill areas. Students broadly deficient in basic skills will be referred to community colleges if a community college is within the area until their deficiencies are corrected.

DISTRIBUTION OF ACADEMIC PROGRAMS

21. High-quality general education courses in the liberal arts and sciences will be offered on all seven of the undergraduate campuses in the State System.

22. The Board of Higher Education will allocate responsibility for baccalaureate and graduate degree programs in accordance with the need for the program, the need to provide access to citizens, and the ability of the campus to provide a program of high quality.

MISSIONS AND STANDARDS

23. The Board and institutions will establish entrance requirements and special requirements for advancement within the institution in line with their missions and the constituencies they are designated to serve.

TUITION

24. Tuition will be set using the Cost of Instruction fee policy as a general guideline with a goal of Oregon tuition approximating those in other western states.

RECIPROCITY WITH WASHINGTON

25. The State System will continue to explore with Oregon and Washington officials extending current opportunities for students from either state to attend institutions in the other state at resident rates. Reciprocity agreements must permit students from both states to carry their state financial assistance to their chosen institution.

FINANCIAL ASSISTANCE PROGRAMS AND ACCESS FOR SPECIAL POPULATIONS

26. The State System will seek funds to expand student financial assistance programs such as grants, loans, forgivable loans, and work-study programs that increase the opportunities and choices of students to attend postsecondary education institutions in the state.

27. Institutions will increase their numbers of underrepresented ethnic and racial minorities (Black African Americans, Hispanic Americans, American Indians/Alaskan Natives, Newer Asian Immigrants), disabled, and nontraditional populations by strengthening recruitment and retention programs. Special efforts will also be made to attract and retain Oregon students with high academic and leadership potential as well as highly talented nonresident students.

ADVISING

28. Institutions will improve academic advising services available to all students through student services, career counseling and placement, academic advising centers, departmental advising, and additional contact with faculty.

OUTREACH THROUGH INSTRUCTIONAL TELEVISION

29. An Oregon Public Postsecondary Education Instructional Television Network should be established that will enable colleges and universities to deliver higher education courses and degree programs among institutions (community colleges, public four-year colleges and universities, and independent institutions) and to industries and homes throughout the state.

SUMMER SESSION AND CONTINUING EDUCATION

30. The State System will seek state support for academic, credit-bearing summer session and continuing education programs.

INTERNATIONAL PROGRAMS

31. The State System will strengthen programs that contribute to Oregon's international trade interests, especially in the Pacific Basin.

PARTNERSHIPS WITH GOVERNMENT AND BUSINESS AND INDUSTRY

32. The State System will strengthen its ties with government, business, industry, and labor, encouraging the continuation and expansion of existing partnerships and the development of new joint ventures.

REGIONAL SERVICES INSTITUTES

33. The Regional Services Institutes at Eastern Oregon State College and Southern Oregon State College will relate instructional and research programs to the curriculum of the colleges, providing faculty and students with increased field-related opportunities and communities with expanded access to technical assistance.

EXECUTIVE DEVELOPMENT PROGRAMS

34. The State System will expand management development programs for executives in the public and private sectors.

RESEARCH

35. The State System will seek funds to establish a research-seed money program for basic and applied research projects at all institutions.

COOPERATION AMONG STATE SYSTEM INSTITUTIONS

36. State System institutions will expand the number of cooperatively offered interinstitutional instruction, research, and public service programs.

COOPERATION WITH COMMUNITY COLLEGES

37. Cooperation between State System institutions and community colleges will be expanded.

COOPERATION WITH INDEPENDENT COLLEGES

38. Cooperation between State System institutions and independent institutions will be expanded.

COOPERATION WITH EDUCATIONAL AGENCIES

39. Cooperation between State System institutions, State Department of Education, elementary and secondary school districts, and other agencies concerned with and affected by education will be expanded.

ACCREDITATION

40. State System undergraduate and graduate programs will be fully accredited by the local, regional, and/or national accrediting agencies that are appropriate for their programs.

PROGRAM REVIEW

41. State System institutions will regularly review their programs to ensure that all programs meet a continuing need.

FACULTY AND ADMINISTRATOR EFFECTIVENESS

42. Institutions will evaluate administrators and faculty, including tenured faculty, on a regular basis.

GRADUATION COMPETENCIES

43. Institutions will establish standards for graduation in baccalaureate degree programs and identify "indicators" to provide evidence that students are meeting these standards.

PROVIDING COST-EFFECTIVE MANAGEMENT OF HIGHER EDUCATION

44. The State System will develop a systemwide, state-of-the-art intergrated information system and communications network that encompasses the voice, data, video, and building control functions needed to modernize the State System's information "infrastructure" and improve its management capabilities.